

## Columbia University

### Education and Training Activity

<b>Center Name</b>	Columbia University	
<b>Activity Name</b>	The Advantages of Rapid Research in Disasters Webcourse	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This project will present a path to the development of a capacity to conduct population-based and clinical assessment of child and family health, as well as that of other vulnerable populations, in the weeks and months post-disaster. This will include the development of: (a) Trigger points (a set of criteria that govern "go or no go" decisions), (b) criteria for recruiting and maintaining rosters of research field workers prepared to deploy within 24-48 hours, (c) Pre-approved IRB protocols, (d) Basic research template of measures, forms, data system, etc, (e) Standing protocols (field, data, administrative, mgmt), (f) Logistical plan for assuring sufficient stand-by material, Public Health Field Office, transportation, housing, food, and cash to sustain the field effort, and (g) a set of strategic documents and checklists. The webcourse will be set in the context of research performed of 1,000+ households in Louisiana and Mississippi post-Katrina.	
<b>Center Name</b>	Columbia University	
<b>Activity Name</b>	Student Volunteer Program for the Development of Epi Surge Capacity	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	Columbia University	
<b>Activity Name</b>	Maintenance and Enhancement of Basic Emergency Preparedness Web Courses	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	Columbia University	
<b>Activity Name</b>	Special Topics Lectures	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	Columbia University	
<b>Activity Name</b>	Chem 101	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	Columbia University	
<b>Activity Name</b>	Basic EP Web Course (certificate)	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	

### Partner-Requested Activity

<b>Center Name</b>	Columbia University	
<b>Activity Name</b>	Mapping Vulnerabilities to Public Health Emergencies	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	This project seeks to develop measures of social vulnerability that can be mapped to hazard probabilities and used as a tool by the Westchester County Department of Health, and others public health emergency planners. The project will first map potential large-scale weather events, catastrophic geological events and industrial vulnerabilities as a base map. A Geographic Information System (GIS) platform scalable to the county level or lower will use historical and predictive hazard data as well as known geographic, industrial, and critical infrastructure vulnerabilities. The top layers will involve a series of population, social, political, and economic data that afford a far more detailed picture of a community's vulnerability. These maps will identify those hotspots most at risk, as well as the inverse, "safespots" suitable for materiel and personnel deployment or staging.	

### Supportive Activity

<b>Center Name</b>	Columbia University	
<b>Activity Name</b>	Developing Interventions to Increase Healthcare Workers Ability and Willingness to Work During Disasters	

<b>Category</b>	Supportive Activity
<b>Description</b>	<p>Pandemic flu has been determined to be an "inevitable and possibly imminent" disaster by the World Health Organization. Background study has suggested that up to and over half of medical and public health personnel may not report to work during an emergency involving contagion or radiation. The results of this activity will reveal key underlying issues that may hinder the ability or willingness of NYC healthcare workers to report to work. Identifying interventions to these barriers will be of significant value. An extensive literature search on healthcare workers' ability and willingness to work during disasters has been conducted and a summary of key barriers and potential interventions has been developed and presented to the NYC DOHMH. Relationships have been developed both with the Columbia/New York Presbyterian Hospital Emergency Preparedness Committee as well as the Yale/New Haven Health System in order to further explore these barriers in the interest of identifying practical interventions that will be presented to the New York City Department of Health and Mental Hygiene, as requested, for consideration of implementation. Efforts are presently underway to conduct key informant panels with healthcare workers from different sections (physicians, nurses, administrators, clinical support, and nonclinical support staff) where a pandemic flu scenario will be presented and barriers and interventions will be discussed and evaluated by participants. Based on the information obtained in the key informant panels, we intend to further assess the acceptability of particular interventions and how they may impact other public health partners such as other clinics and emergency services. The outcome will be a guidance and a database detailing potential absenteeism rates in public health, health, and emergency responders and the top ten interventions that can be implemented to mitigate their effect on overall public health emergency response.</p>

## Emory University (A)

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	Models of Excellence Lecture Series
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>In collaboration with the Rollins School of Public Health Office of Continuing Professional Education, the Emory CPHP will host a lunch and learn series for Emory faculty in the Schools of Public Health, Medicine, and Nursing and scientists and practitioners from the CDC and GDPH highlighting models of excellence in preparedness (3 meetings) with guest lecturers (1 hr each). The Models of Excellence Lecture Series has existed in some form, since 1998, providing 64 lectures attended by over 3000 individuals. Since its inception, the lecture series has offered CE credits for physicians, nurses, health educators, pharmacists, and allied health professionals, based on over 64 hours of instruction. Continuing the focus from 2007-08, it is anticipated that the 2008-09 series, will again focus on the theme of evaluation in public health preparedness training and education - "Linking Scholarship and Practice: The Science of Relevance." The theme will be finalized by the Continuing Professional Education Advisory Committee made up of representatives from Emory University Schools of Public Health, Medicine, and Nursing and practitioners from CDC and GDPH. Continuing education will be offered for the lecture series.</p>

<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	Technology-Enhanced Instructional Activities
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>Since its inception in 2002, the Emory CPHP has developed and disseminated via CD-ROM and the web: 61 instructional lectures; 6 conference proceedings; 11 interactive trainings; 4 web-based case studies, and 5 Spanish language trainings (as of May 4, 2008). As of May 2008, 30,070 CD-ROMs have been disseminated (1041 in 2002-2003; 5749 in 2003-2004; 5340 in 2004-2005; 10,814 in 2005-2006; 7126 in 2006-2007; and 4384 in 2007-2008). Building on this previous success, in 2008-2009 the Emory CPHP will continue to develop technology-enhanced instructional materials (6 courses x 1 hour each). When appropriate, continuing professional education will be sought for individual trainings. The materials developed may include: - Instructional Lectures or Conference Proceedings: In order to disseminate information from Atlanta throughout Georgia, Puerto Rico, and the rest of the preparedness community, the Emory CPHP will produce CD-ROM/web-based instructional lectures and/or conference proceedings based primarily on the Models of Excellence Lecture Series. - Interactive Trainings: The Emory CPHP will review previously developed documents and curricula and incorporate relevant content into a series of trainings based on emergency preparedness and response. Although specific topics will be determined in collaboration with partners at the Georgia Division of Public Health, anticipated topics include public health surveillance and island preparedness. These trainings will be interactive instructional products that focus on translating public health competencies into a preparedness context. - Web-based Case Studies: After reviewing previously developed documents and curricula, the Emory CPHP will incorporate relevant content into web-based case studies designed to meet the preparedness needs of the Georgia workforce.</p>

Specific topics will be determined in collaboration with partners at the Georgia Division of Public Health. -MP3 Technology: In an effort to make Emory CPHP training materials transportable and available to individuals with portable digital audio players (e.g., iPods), the Emory CPHP will translate previously developed and new instructional lectures into mp3 formats and make these available through the G-TRAIN website.

<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	CMPH Graduate Preparedness Coursework
<b>Category</b>	Education and Training Activity
<b>Description</b>	Two courses (bioterrorism, public health surveillance) in the area of public health preparedness for students in the distance-based CMPH program will be offered. Students enrolled in the traditional MPH program are able to enroll in these courses dependent on course availability.
<b>Partner-Requested Activity</b>	
<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	Culminating Colloquium for Leadership Institute Scholars and Emergency Preparedness Summit Participants
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	Since July 2002, the Emory CPHP has held 5 Leadership Institutes in Public Health Preparedness for Health Districts within Georgia (Rome, LaGrange, Gainesville, Fulton, Waycross) and 4 Emergency Preparedness Summits for Schools of Nursing in the State of Georgia. Ninety-eight public health nursing leaders have participated in the Leadership Institutes and 76 nursing faculty (unduplicated count) have participated in the Preparedness Summits. As the final capstone experience for the Leadership Institutes and the Preparedness Summits, the Colloquium for Nursing Leaders brings together the past Leadership Institute scholars and Summit participants to present the current status of emergency preparedness in their health departments and/or academic programs. The Colloquium also provides the opportunity for the development of partnerships and collaborative relationships between the practice community and nursing faculty and students.
<b>Supportive Activity</b>	
<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	Replication, Distribution, and Continued Evaluation of Existing Emory CPHP Products
<b>Category</b>	Supportive Activity
<b>Description</b>	Since its inception in 2002, the Emory CPHP has developed and disseminated via CD-ROM and the web: 61 instructional lectures; 6 conference proceedings; 11 interactive trainings; 4 web-based case studies, and 5 Spanish language trainings (as of May 4, 2008). As of May 2008, 34,454 CD-ROMs have been disseminated (1041 in 2002-2003; 5749 in 2003-2004; 5340 in 2004-2005; 10,814 in 2005-2006; 7126 in 2006-2007; and 4384 in 2007-2008). The major advantage of enduring products is the ability to access them when needed. Thus requests for specific products represent an outcome measure of the utility of the product. Additionally, many people may view a single copy of a CD-ROM training. The two ongoing challenges for the Emory CPHP continue to be: 1.) how to measure reach to individual learners with enduring educational materials (e.g., CD-ROMs, webcasts, MP3 streams, etc.); and 2.) how to evaluate the effectiveness of enduring educational materials. The reality for the Emory CPHP is that oftentimes CD-ROM lectures or trainings may be developed and initially disseminated in one cooperative agreement year but because of their enduring nature, these lectures and trainings are requested in subsequent years. Until the inclusion of this supportive activity, the current cooperative agreement has not allowed for the easy replication and distribution of materials developed in a previous cooperative agreement year. A second challenge is the evaluation of enduring materials. Oftentimes, it may take 8 months to develop a CD-ROM (e.g., CD-ROMs in the Emerging Threats in Public Health series) and until the training has had an opportunity to be disseminated and used, it is not appropriate to evaluate the training. This is also true in some face-to-face trainings like the Emory CPHP's Leadership Institute for Public Health Preparedness. In this example, the Institute may take 6 months. Within the current structure of the yearly cooperative agreement cycles, there is no time to conduct a follow-up evaluation with Institute participants within the same year that the Institute is held. Therefore, to address these challenges, in 2008-2009, the Emory CPHP has included this supportive activity to allow for the following activities: 1.) replication and distribution of requested enduring preparedness products developed in previous years; and 2.) evaluation of enduring materials developed in previous years such as Master the Disaster!.
<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	Expansion of Distribution Channels for Enduring Products
<b>Category</b>	Supportive Activity
<b>Description</b>	The previous Supportive Activity (Replication, Distribution, and Continued Evaluation of Existing Emory CPHP Products) addresses the need for the Emory

CPHP to replicate and distribute educational materials - developed in previous years, to individuals as requested. The Office of Technology Transfer at Emory University, has approached the Emory CPHP to consider ways to broaden the distribution of the educational products beyond the traditional public health community. In addition, Emory CPHP products have been requested by the Georgia Chapter of the American College of Emergency Physicians (GCEP), academic preparation programs, and school health education publishers. The current Supportive Activity, Expansion of Distribution Channels for Enduring Products, allows the Emory CPHP to explore these opportunities to disseminate beyond traditional public health audiences (e.g., schools, volunteers, political leaders, etc.). This Supportive Activity includes: 1.) continued expansion of the G-TRAIN website; 2.) marketing of Emory CPHP products at professional meetings; and 3.) developing contractual arrangements with partners who will distribute Emory CPHP enduring training materials that remain at the conclusion of FY08 (e.g., Office of Technology Transfer, ToucanEd Publications).

<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	Partner eXchange
<b>Category</b>	Supportive Activity
<b>Description</b>	In 2008-2009, the Emory CPHP will continue its Partner eXchange which the Emory CPHP and its preparedness partners use to highlight partner accomplishments and identify unmet needs.
<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	Continuing Professional Education Credits and Advisory Committee
<b>Category</b>	Supportive Activity
<b>Description</b>	The Emory CPHP is committed to providing continuing education credits whenever possible. Since its existence, the Emory CPHP has offered CE for the Models of Excellence Lecture Series (physicians, health educators, nurses, pharmacists, allied health professionals); Leadership Institute for Public Health Preparedness (nurses); 27 CD-ROM lectures/trainings (physicians, health educators, nurses, pharmacists, allied health professionals); and 29 web-based lectures, trainings, and case studies (physicians, health educators, nurses, pharmacists, allied health professionals). It should be noted that each profession has its own rules and regulations for awarding continuing education credits which requires professional review, advanced notification, and ongoing oversight. The Emory CPHP will convene an advisory committee to oversee the process of obtaining continuing education credits for Center products and trainings. This committee will be made up of individuals from the Emory CPHP, RSPH, GDPH, and CDC. Core professions represented will be: health education, medicine, nursing, pharmacy, continuing professional education, and instructional designers.
<b>Center Name</b>	Emory University (A)
<b>Activity Name</b>	Participation in Preparedness Meetings / Publications
<b>Category</b>	Supportive Activity
<b>Description</b>	The Emory CPHP will submit abstracts to present its work at professional meetings as well as submit publications to appropriate journals. Professional meetings may include: American Public Health Association Annual Meeting, NACCHO/ASTHO Annual Meeting, Public Health Preparedness Summit, Georgia Public Health Association Annual Conference, UCLA Conference on Public Health and Disasters.

## Harvard University

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Multi-media CHEMPACK Training
<b>Category</b>	Education and Training Activity
<b>Description</b>	At the request of the Massachusetts Department of Public Health (MDPH), the Harvard School of Public Health Center for Public Health Preparedness (HSPH-CPHP) will develop an individual-level training course for health professionals and public safety personnel involved in the receipt and/or deployment of Centers for Disease Control and Prevention (CDC) CHEMPACK assets throughout the Commonwealth of Massachusetts. This project will support one of the education gaps identified by our partners and will also produce unique training materials for use in Massachusetts and to be shared throughout the CPHP Resource Center for nationwide use. HSPH-CPHP will work with MDPH to adapt a general "awareness level" training module that will describe the background and purpose of the CDC's CHEMPACK Project, the circumstances under which deployment of CHEMPACK assets may be required, and the general roles and responsibilities of relevant partners should the deployment protocol come into effect. The HSPH-CPHP will customize the training modules specific to participants' roles in the deployment and /or receipt of CHEMPACK assets. Customized training modules will be developed for the following audiences: o First Responders o First Receivers o

Hospital Personnel The training course will be made available in multiple formats, including as a web-based course, DVD/CD-ROM, and print materials to ensure accessibility for a broad range of participants. HSPH-C PHP faculty and staff will also work with MDPH to develop just-in-time reference guides on how and when to deploy CHEMPACK assets to accompany the training course. The just-in-time training materials will be available in hard copy and available by download the Module 1 draft has been developed at this moment with review. The focus is away from strict linear didactic lecture to a more interactive and participatory approach.

<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Medical Reserve Corps Web-based Training
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Medical Reserve Corp (MRC) web-based training is a self-paced course designed to provide efficient orientation for Boston Medical Reserve Corps (BMRC) volunteers to be recruited throughout 2007-2008. Currently, roughly 1641 volunteers are enrolled in the course, and nearly 536 volunteers have successfully completed the training. The course features include: a professionally narrated script fully synchronized with the text and graphics; printable and customized certificates of completion; self-evaluation checkpoints with correct responses available to the learner; printable course notes; a printable FAQ (frequently asked questions) section; downloadable American Red Cross and the US Department of Homeland Security forms for personal and family emergency preparedness; video vignettes of emergency responses; a flash simulation of the automated call response system; continuing education units (CEUs) offered by Harvard School of Public Health (HSPH); and a comprehensive electronic evaluation for use in providing detailed reports and course modifications as necessary. As of 05-05-08, 1641 persons have enrolled in the Web-based course and 536 have taken and passed the final exam.
<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Maine Statewide Preparedness Conferences
<b>Category</b>	Education and Training Activity
<b>Description</b>	Over the past three years, the Harvard School of Public Health Center for Public Health Preparedness (HSPH-C PHP) faculty and staff has played an active role in the planning and implementation of the annual emergency preparedness conferences. In 2004, the conference was titled "SARS and the Toronto Experience". Then in 2005, our event was titled "The Public Health Response to Hurricane Katrina". During 2006 the conference focused on "Vulnerable Populations", and this year we took a lead role in the organization of two statewide conferences, one entitled "Volunteers - the Heroes of Disasters", and the other, "Protecting Children in Emergencies". Next year, the Maine Public Health Emergency Preparedness Training Committee and HSPH-C PHP will again jointly sponsor conferences. At this point in time we envision a second conference on pediatric issues, and a second event focusing on a topic still be determined by the above mentioned Committee. In the past, these events have successfully drawn large numbers of participants from the public health, emergency and medical care workforce (100-250). They also have attracted media coverage that is important in informing the general public of emergency preparedness activities in their state. This year's pediatric conference in Portland was taped for replay on Maine Public Radio's "Speaking in Maine". In previous years, the conference format has included lectures, break-out groups and facilitated audience participation exercises. Resource materials have also been distributed at the conference.
<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Advanced Preparedness Training
<b>Category</b>	Education and Training Activity
<b>Description</b>	For the past three years, the Harvard School of Public Health Center for Public Health Preparedness (HSPH-C PHP) has conducted clinical training for hospital-based practitioners, covering detailed clinical information to diagnose and treat illness and injury resulting from a range of biological, chemical, radiological, and blast exposures. Over the next year, HSPH-C PHP faculty and staff will continue to expand and improve our curriculum, drawing upon courses from the C PHP Resource Center and other verified sources. Trainings will be provided as face-to-face, didactic lectures, with programs ranging from 1-4 hours in duration. HSPH-C PHP faculty and staff will continue to engage our partners to co-teach and co-facilitate trainings in order to increase local buy-in and utilize their ties to their institutions and communities.
<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Symposia Series: Integrating Research & Practice to Advance Public Health Preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Harvard School of Public Health Center for Public Health Preparedness (HSPH-C PHP) will continue the Symposia Series initiated in 2005, intended to bridge the gap between public health academia and practice in order to further public health preparedness. This year, we anticipate that the symposium will be focused on Emergency Preparedness for Colleges & Universities (however, this topic is subject to change based upon the needs identified by our planning partners). This

event will highlight the important role of colleges and universities in community preparedness, and promote discussion of how higher learning institutions can better be integrated into public health emergency response. Particular topics for discussion may include: adapting NIMS/ICS to a university setting, disaster mental health, social distancing strategies for residential academic settings, forming a university-based Medical Reserve Corps. Additionally, HSPH-CPHP faculty and staff will work with partners within the CPHP Network to showcase the work done by the Association of Schools of Public Health/Centers for Disease Control and Prevention Pandemic Influenza Collaboration Group, and engage group members from other CPHPs to share their "Collaborative Pandemic Influenza Model Planning Template for Academic Institutions" The event will culminate in a multidisciplinary tabletop exercise, designed to illustrate the range of issues colleges and universities may face during a large-scale emergency.

<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Graduate-level Academic Preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Harvard School of Public Health Center for Public Health Preparedness (HSPH-CPHP) faculty have led a graduate-level academic course entitled, "Public Health Response to Mass Emergencies" since 2003, and will continue to offer this course again in January 2009. This course on all-hazards emergencies will focus on public health preparedness and response. The course begins with an overview of the 10 essential public health services, and explores the role of these services relative to emergency preparedness and response. Topics covered include: the National Incident Management System (NIMS); methods of coordination with various federal, state, and local emergency response agencies; crisis risk communication; surveillance and outbreak investigation; and considerations for special populations. The curriculum will draw upon lessons learned from past disasters, as well as current local, state, and federal emergency plans and protocols. Instructors and guest lecturers will emphasize practical skills, and will use a variety of instructional materials, including lectures, case studies, and a tabletop exercise. This is a winter session course with eight four-hour sessions for 2.5 Harvard School of Public Health (HSPH) credits. Grades will be ordinal or pass/fail. Students are expected to cover the assigned readings and participate in class discussions. Additionally, faculty at Harvard Medical School (HMS) recently introduced a course entitled, "Clinical Epidemiology and Population Health", now a requirement for all first year medical school students. As part of the course, HSPH-CPHP will again provide instruction on the health care - public health interface in the context of an infectious disease emergency. Additionally, HSPH-CPHP will lead students through an interactive tabletop. During this exercise, students will be assigned to represent a range of disciplines, including health care, public health, public safety, municipal government, and the media. Community leaders in these fields will again be engaged to serve as expert "coaches" during the exercise, facilitating discussion for a group of approximately ten students as they work through their response to a pandemic influenza scenario, with particular attention to the interests and priorities of their particular discipline.
<b>Center Name</b>	Harvard University
<b>Activity Name</b>	HSPH-CPHP Speaker Series
<b>Category</b>	Education and Training Activity
<b>Description</b>	This monthly lecture at the Harvard School of Public Health (HSPH) aims to build upon the national efforts of strengthening the public health workforce at schools of public health. Our guest lecture series has typically addressed current issues most relevant to emergency management. These topics have included: Surveillance, Strategic National Stockpile, Avian Flu, Local Health Infrastructure, Mental Health Aspects of Disaster, issues relevant to special populations and other topics. The lectures have been videotaped and archived on the HSPH-CPHP website.
<b>Partner-Requested Activity</b>	
<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Training Evaluation - Maine Statewide Tracking and Assessment of Preparedness Training Activities
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	-
<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Regional Exercises and Drills
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	-
<b>Supportive Activity</b>	
<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Scientific Publications
<b>Category</b>	Supportive Activity
<b>Description</b>	This activity joins Harvard School of Public Health Center for Public Health

Preparedness (HSPH-CPHP) with partners including Massachusetts Department of Public Health (MDPH), Maine Center for Disease Control (M-CDC) and the Boston Public Health Commission (BPHC) in creating peer-reviewed scientific publications that will inform preparedness education nationwide by contributing to the literature on topics such as: assessment of public health system performance during large scale emergencies and simulated events (i.e. tabletop exercises), role of the Medical Reserve Corps in public health emergencies, public health preparedness in rural areas. Publications have previously been authored in journals such as Public Health Reports, Annual Review of Public Health, Journal of Public Health Management and Practice, BMC Research Notes. Also oral and poster presentation have been accepted at National Public Health Meetings such as American Public Health Association. It is our commitment to keep working on this activity to disseminate the results of the emergency preparedness public health practice activities performed by our Center in collaboration with local and state partners to the public health practice and research audience.

<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Field Practice for Quantitative Methods
<b>Category</b>	Supportive Activity
<b>Description</b>	The overall goal of this initiative is to allow Harvard School of Public Health (HSPH) students in the Quantitative Methods Concentration of the Masters of Public Health degree program to apply epidemiologic, evaluation, analytical and/or biostatistician skills to a public health problem with special application to public health emergency preparedness. The learning objectives are: 1) Participate in field-based public health preparedness project to apply and practice evaluation and quantitative analytical skills. 2) Perform evaluation and analyses (both qualitative and quantitative) in conjunction with a qualified practice-based mentor or preceptor. 3) Gain an understanding of public health preparedness information management and data analysis conducted in partnership with local, state or federal public health agencies, health care organizations and institutions as well as health care and technology companies (specific organization or agency is dependent upon the particular type of field experience) . The project is expected to be an extension or continuation of the practicum undertaken during Interdepartmental 265 (ID-265) "Practice of Quantitative Methods". Students participate in field-based public health, health care, or relevant health research projects and are expected to perform evaluation and analyses in conjunction with an approved practice-based mentor or preceptor. Practice-based field studies may be conducted on a variety of topics with local, state and federal public health agencies, health care organizations and institutions as well as health care and technology companies. Students meet four to five times during the semester to discuss progress and hear guest speakers. At the conclusion of the course, students are expected to prepare oral and written reports suitable for publication summarizing their project results.

<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Evaluation of Tabletop Exercise Program and Student Reserve Corps
<b>Category</b>	Supportive Activity
<b>Description</b>	Based on the extensive work performed in the past years and data collected during more than 20 tabletop exercises we are now able to provide information on the reliability and construct validity of the performance instruments that we developed. However, the assessment of validity and reliability is a continuous process; our objective is to further investigate the validity of our instruments in association with different types of settings and different types of populations, in particular we are planning to develop hypothesis and collect data to assess criterion related validity. In order to achieve goal 1, the Harvard School of Public Health Center for Public Health Preparedness (HSPH-CPHP) faculty in charge of implementing the exercises will test applicability and utility of the instruments with exercise participants as well as collect data to assess the validity and reliability of the training activities in order to improve overall performance indicators. In addition to the refinement and development of new instruments, HSPH-CPHP will also continue to investigate the strengths and weaknesses of the use of tabletop exercises to evaluate performance. We will use the information derived from the first and only national workshop on drills and exercises to evaluate the Public Health Exercise Program. A work group that was jointly convened by HSPH-CPHP and the Center for Domestic and International Health Security at RAND in the Fall of 2007 will move forward in completing a publication focusing on three main topics: 1) what can be evaluated with exercises, 2) how can different types of exercises be used, and 3) how can we improve our ability to use exercises to evaluate preparedness. External evaluators have been widely used to assess participants and communities' performance during tabletop exercises. Our preliminary results derived from a series of three tabletop exercises indicate that evaluators' knowledge of the communities being tested may not have an impact on her/his ability to perform the performance assessment in an accurate way. However, our results are at the limit of significance due to the limited numbers of evaluators HSPH-CPHP has been able to recruit so far. In order to achieve goal 2 and increase the amount of data collected by external evaluators, HSPH-CPHP will do the following: b) Keep working in collecting data during future tabletop exercises from subjects serving as external evaluators. We will also match trained/knowledgeable evaluators to untrained ones in order to better understand how their level of expertise influences the ability of performing an accurate assessment. c) We will recruit School of Public Health students and create a Student Reserve Corps (SRC) of volunteers that will perform the role of external evaluators during simulated events such as tabletop exercises as well as during real life public health small

scale emergencies such as food borne outbreaks and/or flu clinics. HSPH-CPHP will serve as network agency between the local public health departments and the students and will be in charge to train the students on emergency preparedness issues and on how to use our performance indicators and metrics.

<b>Center Name</b>	Harvard University
<b>Activity Name</b>	Emergency Preparedness Monthly
<b>Category</b>	Supportive Activity
<b>Description</b>	The Maine Emergency Preparedness Monthly (EP Monthly) is a monthly electronic publication focused on preparedness education and training activities in Maine. This publication brings together state and national information, which is disseminated to several thousand subscribers throughout Maine and the New England area. This free monthly e-newsletter is designed to be a resource and portal for a regional audience of public health, healthcare, public safety, and emergency response practitioners throughout Maine, as well as state and local leaders interested in protecting the public's health. It is intended to link organizations and individuals involved in preparedness across Maine. It includes a digest of select academic papers, news stories and commentaries, links to relevant resources, and a listing of upcoming preparedness-related trainings and events in the area. The goal of this publication is to provide a central forum for disseminating useful, current, and succinct preparedness information to busy professionals. It is distributed to community monthly via email. EP Monthly will be entering its fourth year of operation during FY 2008, and currently has over 1,200 subscribers, a large number in a small state like Maine. Members of the Maine Public Health Emergency Preparedness Training Committee confirmed during their last planning meeting that EP Monthly is an important element in the Maine's emergency preparedness infrastructure. HSPH-CPHP has been asked to continue production and dissemination of this resource. Next year, will be especially important for this activity considering it will be the final year of our training grant. As a result, we will be working on strategies to sustain this important mechanism beyond the termination of funding. The Maine Center for Public Health (MCPH) has already been identified as the appropriate place for EP Monthly to reside. We will need to work closely with MCPH and Maine CDC staff to assure an effective transition.

## Johns Hopkins University

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	Road Map To Preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Road Map to Preparedness is a broad, awareness level training designed to bring all public health workers within a health department up-to-speed on preparedness concepts and practices. Using the CDC/Columbia University's competencies for all public health workers, the Road Map to Preparedness is designed to accommodate the schedules of busy public health department employees by offering a combination of face-to-face, agency-led activities and self-study activities, all under the guidance of JH CPHP and health department supervisors. Using a game board and game key, the Road Map to Preparedness program is designed to be fun and game-like, and consists of interactive activities and a series of intermittent rewards as incentives to program completion.
<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	Psychological First Aid
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Psychological First Aid (PFA) workshop is a one-day, face-to-face training program that provides an overview of the concepts of PFA. The PFA workshop is intended for those who do not have academic or professional preparation in mental health counseling, but are likely to assist and provide frontline support to victims during times of emergency. The PFA workshop will better prepare responders to recognize their own psychological limitations as well as the limitations of those to whom they are providing aid. The Maryland Department of Health and Mental Hygiene, Anne Arundel County Health Department, and the District of Columbia Department of Health have requested sessions of this training for their employees and agency partners.
<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	NIMS
<b>Category</b>	Education and Training Activity
<b>Description</b>	In addition to continuing to offer IS-700 and 100, which the Center has grouped into one training, the Center has also developed IS-200 training. The IS-200 was developed and piloted in Year 3 and will continue to be delivered to other requesting agencies in Year 5. These trainings are public health worker-focused,

but comply with the Federal NIMS Integration Center document: NIMS National Standard Curriculum Training Guidance (April 12, 2005).

<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	Web-based Training Modules
<b>Category</b>	Education and Training Activity
<b>Description</b>	There are 48 online training modules in the following 6 categories: Agriculture, Food and Water Chemical, Biological, Radiological, Nuclear Terror Infectious Diseases Legal Issues Mental Health General Public Health Preparedness While the content is pre-recorded for online delivery, the trainers are all Hopkins faculty and guest lecturers associated with the JH CPHP. Due to the broad topics offered, the trainings appeal to a large public health audience and can be accessed at any time via the JH CPHP website.
<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	Short Courses in Public Health Preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	Our intent is to offer 3 one-day, and 1 half-day conferences. These courses will be offered in a face-to-face fashion around the region to improve flexibility and access for participants. Proposed topics for Year 5 include: Emergency Preparedness for Long-term Care Facilities Emergency Response Planning for Colleges and Universities (1/2 day) After Peak Oil: Preparing for Its Effect on Health and the Environment Helping Your Organization Improve Preparedness and Response Efforts
<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	Preparedness-focused Training Series
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Center plans to develop, deliver, and evaluate 3 distinct training series to 3 distinct groups: Maryland Board of Professional Volunteers, Preventive Medicine Residents, JHSPH Preparedness Concentration students, and DHMH Workforce.
<b>Partner-Requested Activity</b>	
<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	Johns Hopkins ~ Public Health Infrastructure Response Survey Tool/Willingness to Respond
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	Johns Hopkins CPHP conducts and delivers a survey to local public health employees in clinical/professional and technical/support job categories, on barriers and facilitators toward willingness to respond to public health emergencies. This activity stems from a practice partner-initiated request based upon JHCPHP's published research findings on willingness to respond to an influenza pandemic. The survey results will provide additional insights to inform JHCPHP's future curriculum development activities tailored to address the specific risk perception barriers and facilitators to enhance local public health workers' willingness to respond in an all-hazards context.
<b>Supportive Activity</b>	
<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	NACCHO Public Health Preparedness Summit
<b>Category</b>	Supportive Activity
<b>Description</b>	The Johns Hopkins CPHP is committed to participating in the NACCHO Public Health Preparedness Summit to showcase, with other CPHP, the trainings and resources that are available to our local and national partners. The Center plans to achieve this by setting up booth space in the resource expo hall, as well as contributing to the break-out sessions offered to participants of the summit.
<b>Center Name</b>	Johns Hopkins University
<b>Activity Name</b>	APHA
<b>Category</b>	Supportive Activity
<b>Description</b>	The Johns Hopkins Center for Public Health Preparedness submitted a session proposal for inclusion in the 2008 APHA Conference. The session was approved: Understanding public health workers' willingness to respond through application of the Extended Parallel Process Model

### Loma Linda University

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Environmental Health Emergency Response Training in Oklahoma
<b>Category</b>	Education and Training Activity
<b>Description</b>	Conduct a 1-1.5 day workshop for approximately 250 attendees of the Oklahoma Society of Environmental Health Professionals October 20-21, 2008. The training will specifically focus on the content of the California Disaster Field Manual for Environmental Health Specialists.
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	EHTER Training (EH training in emergency response)
<b>Category</b>	Education and Training Activity
<b>Description</b>	The LLU CPHP is slated to partner with the National Environmental Health Association and CDC-NCEH in the production and delivery of EHTER training in representative geographic locations in the U.S.
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Disaster Field Manual Training for EH Professionals
<b>Category</b>	Education and Training Activity
<b>Description</b>	Partner w/ California Conference of Directors of Environmental Health (CCDEH) to deliver training on the EH Disaster Field Manual to various regions throughout California.
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Emergency Preparedness Training for Various Faith Based Organizations
<b>Category</b>	Education and Training Activity
<b>Description</b>	By August 2008, face to face emergency and pandemic influenza preparedness trainings will be conducted within the State of California. Training attendees will consist of disaster planning committees, church leaders and members, directors of health and family ministries, and safety management personnel. Attendees will be provided with a planning toolkit including age-appropriate preparedness training tools; continuity planning template and checklist; presentation content; local resources and risk communication information for schools and church programs. The training will be comprised of: 1. The role of faith based organizations in emergency and pandemic influenza preparedness. 2. All hazards, avian and pandemic influenza overview. 3. Mental health aspects of emergency (all-hazards) and pandemic influenza preparedness. 4. Pandemic influenza table top exercise
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Emergency Preparedness Training for Faith Based Organizations Serving High-Risk, Special Vulnerable Populations
<b>Category</b>	Education and Training Activity
<b>Description</b>	Face to face trainings will be conducted for interfaith congregations in California to provide emergency preparedness and pandemic influenza education for faith based organizations whose members and missions activities involve frequent international travel to and from avian influenza impacted countries.
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Emergency Preparedness Training for Tribal Nations throughout Southern California
<b>Category</b>	Education and Training Activity
<b>Description</b>	The provision of information on emergency and pandemic influenza preparedness through a shared network established via CTN-EMC. This is done via face-to-face trainings, webcasts, conferences and table top exercises. This is for Tribal Nations throughout Southern California and key members of agencies that work with these nations. By developing these working relationships, collaborations are built through Memorandums of Understanding and Agreement. The memorandums provide the necessary legal framework to facilitate work between sovereign Tribal Nations and Local and Federal government.
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Tribal Environmental Health Collaborative Emergency Preparedness Training
<b>Category</b>	Education and Training Activity
<b>Description</b>	The provision of information on emergency, infectious and pandemic influenza preparedness through a shared network established via Tribal Environmental Health Collaborative (TEHC). This is done via face-to-face trainings at monthly

TEHC meeting via powerpoint presentation and table top exercises.

<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Alternate Care Site/Hospital Surge in San Bernardino County
<b>Category</b>	Education and Training Activity
<b>Description</b>	Topics: ACS, Mass Casualty, Surge Capacity, ICS. Trainings will be delivered in 4-6 sites throughout San Bernardino County. Event dates to be determined by County of San Bernardino
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Enhancing the use of GIS for Inland Empire United Way 2-1-1
<b>Category</b>	Education and Training Activity
<b>Description</b>	Onsite training on GIS usage, setup and analysis
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	FBO School All Hazards Preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	-
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	American Red Cross and Community Organizations Active in Disasters
<b>Category</b>	Education and Training Activity
<b>Description</b>	-
<b>Center Name</b>	Loma Linda University
<b>Activity Name</b>	Pandemic Influenza Planning Conference
<b>Category</b>	Education and Training Activity
<b>Description</b>	-

## Ohio State University

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	Ohio State University
<b>Activity Name</b>	ET #1: Public Health Nursing Surge course
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>The Public Health Nursing Surge Curriculum was initiated in 2006 and to date over 15 regional sessions of the Hiking Workshop have been presented with over 225 Ohio PHNs enrolled. We recently partnered with the Colorado Department of Health to distribute the Train the Trainer version of the curriculum, ensuring that their 700 public health nurses will have exposure to the curriculum this coming fall. We continue commitment to the course as it enters its next phase, streamlining development into a distance based offering that will become nationally available through blended learning offerings. Strengthening the course through multiple delivery modes (e.g., webcasting) will further strengthen the curriculum and the performance of preparedness competencies for public health nurses across the country. This type of delivery will keep the curriculum available and effective over time, ensuring the development of new teachers/leaders while utilizing technology that our future public health nurses and directors must embrace. Through the 2007-08 course delivery of the Train the Trainer and national pilots, we are ready for the next phase of development: full blown capacity to deliver the course nationally. Modifications based on feedback from 07-08 participants will enhance the curriculum materials as well as the delivery of the distance portion. The Public Health Nursing (PHN) Surge Curriculum provides 50 hours of nursing continuing education and activity-based learning experiences which is currently completed within a 12-month period, including both an independent study and an in-classroom seminar. The PHN Surge Curriculum was developed on a foundation of 25 competencies linking public health nurses to surge capability. The curriculum was built in partnership with the statewide Public Health Directors of Nursing Section - Ohio Public Health Association (OPHA) over a twelve month period and is evaluated by a three-level process to include self-rated confidence in performance. The curriculum's use of a blended learning methodology enables staff level PHNs to master individual competencies towards surge capability within the public health response system. The non-traditional teaching/learning methodology for the target audience of public health nurses includes web-casting (both synchronous and asynchronous), CD-ROM and audio conferencing. We plan to continue to develop and implement each of these methods (web-casting, CD-ROM, and audio conferencing) over the course of this continuation agreement year. The web-casting and CD-ROM will be developed</p>

using technical assistance from a Learning Environment Manager and select contractors. The new portion of the activity will ensure that the full Hiking Workshop portion will be deliverable through use of videotaped/webcast format AND use of facilitators on ground for the exercise/discussion portions of the in-classroom segment. The PHN Surge Curriculum is an established curriculum designed using blended learning strategies and includes using two historically separate models of teaching and learning: traditional face to face (F2F) learning systems and distributed learning systems with computer-based technology. The curriculum blends learning for the ability to take advantage of catering to the individual needs of an increasingly busy adult learner in the public health workforce. We want to develop the course into its next phase using solid distributed learning system methodology to include previously purchased technology enhancements in the College of Public Health, Office of Workforce Development. Outreach: 3 additional states with a target an additional 550 PHNs.

<b>Center Name</b>	Ohio State University
<b>Activity Name</b>	ET #2 NIMS Education and Training
<b>Category</b>	Education and Training Activity
<b>Description</b>	State and local partners continue to request in-depth technical training on the application of the incident command system. During the next year (BP5 FY 08-09) we will collaborate with our partners (e.g., ODH, Regional Coordinators, Local Health Departments) and continue our shared effort to move to the next phase in the application of Incident Command System training, which concentrates on select aspects of NIMS doctrine as informed by the National Response Framework and Target Capabilities. We will provide training in NIMS for public health and their partners that allows further application of ICS concepts, in areas such as resource management or demobilization. In accordance with section 319C-1 (g) (1), CDC has established the following standard for public health at the state level: demonstrated capability to notify primary, secondary, and tertiary staff to cover all incident management functional roles during a complex incident (Type III). In continuing efforts to partner with our state collaborator, the Ohio Department of Health, we will tailor the training to provide an effective and coordinated response to a complex incident for those individuals annotated on such rosters. This training will especially take into account position-specific and Planning P aspects of incident management application. This training will be a distance-based offering (1-2 hour in length). Targeted marketing will be used to link participants to the website where the product is hosted, such as OhioTRAIN. State and national networks of preparedness professionals will be utilized as well.

<b>Center Name</b>	Ohio State University
<b>Activity Name</b>	ET #3 Enhanced Buckeye Bluegrass Regional Leadership Academy (BBRLA): Preparedness and Strategic/Succession Planning
<b>Category</b>	Education and Training Activity
<b>Description</b>	Throughout BP1-4, the Ohio Public Health Leadership Institute (OPHLI was the BBRLA predecessor) has been supported to integrate preparedness. This occurred through recruitment of teams and scholars working on preparedness projects, as well as a significant amount of preparedness content on topics such as meta-leadership, crisis communications, incident management, and crisis leadership which were delivered to all participants in OPHLI. The Buckeye Bluegrass Regional Leadership Academy (BBRLA) is a year-long regional leadership development program designed to address the looming crisis in public health leadership by providing a process to connect leadership development with organizational capacity and the fulfillment of an organization's mission and preparedness. Preparedness concepts are integrated at every level of the BBRLA training and education. Mid to senior level public health practitioners in Ohio and Kentucky will work in teams to develop strategic and succession plans for their organization or local public health system, and to identify high potential leaders for further leadership development. These identified potential leaders will subsequently be trained in the skills and competencies needed for 21st century executive leadership and preparedness. Content for BBRLA teams currently includes strategic planning, succession planning, risk-taking and strategic decision-making, leadership in times of crisis and challenge, becoming an effective change agent, developing people, coaching and mentoring. Single scholars from the individual track will develop individual learning plans based on 360 assessments and are based in learning related to preparedness topics. The OCPHP support for this project will include the development and delivery of preparedness specific content within the strategic and succession planning modules that focuses on planning for a variety of crisis events, when leadership may be severely challenged or even incapacitated. Accompanying worksheets will guide examining preparedness as a part of the environmental analysis and developing strategic priorities related to preparing for crisis events and potential leadership gaps. In developing succession management plans, participants will consider preparedness leadership competencies and development. Additionally, video on demand segments will be developed interviewing leaders about preparedness as related to strategic and succession planning. Blended learning will be used including in person sessions, web-based learning, and interactive video.

#### Partner-Requested Activity

<b>Center Name</b>	Ohio State University
<b>Activity Name</b>	PR #1 Community Capacity-Building through Leadership Development
<b>Category</b>	Partner-Requested Activity

<b>Description</b>	<p>This project builds upon activities launched during BP4 all-hazards initiatives, and enables our established community volunteer partners to move one step closer to community capacity-building through leadership development. Under guidance of the OCPHP Subject Matter Expert (SME) in the Participative Action Research method of Appreciative Inquiry (AI), the desired outcome consists of optimizing all-hazard organizational ability to stand up the requisite infrastructure for operational success. When considering a list of allied organizations relevant to emergency management, it is likely that the usual suspects come to mind. Fire department, EMS, law enforcement, hospital, and health department, may be initial responses to the query. However, given the complexity and duration of several recent natural disasters, innovative allies are forming to deepen understanding and develop best practices for community based resiliency. One such innovative allied partnership is under development between the American Red Cross (ARC) and OCPHP. HSPD 21, released in October 2007, makes it clear that Community Resilience is an integral pillar to public health and medical preparedness: "Where local civic leaders, citizens, and families are educated regarding threats and are empowered to mitigate their own risk, where they are practiced in responding to events, where they have social networks to fall back upon, and where they have familiarity with local public health and medical systems, there will be community resilience that will significantly attenuate the requirement for additional assistance." This activity will assist regions and local agencies to formulate comprehensive plans for promoting community public health and medical preparedness to assist State and local authorities in building resilient communities in the face of potential catastrophic health events. Specific SME deliverables include: 1) A generic community capacity-building process guide; 2) Specific community capacity-building strategic recommendations; 3) Leadership Development through AI as evaluated with through all four Kirkpatrick components (see evaluation narrative below) evidence-based effort ; and a 4) comprehensive project analysis with accompanying written impact statements for future replication purposes. Target audience: The primary audience for grant year BP5 is comprised of approximately 20 Ohio American Red Cross [Chapter] Leaders statewide. Additional collaborative partners may include and are not limited to the Ohio Community Service.Commission affiliates: Medical Reserve Corps, Fire Corps, and Community Emergency Response Teams, and a secondary audience may likely include the essential stakeholders of participating cohort members. The conceptual framework for this project is process based exposure and validation of organizational value indicators with ARC leaders and community stakeholders. The 4-phases of AI include Discovery, Dream/Visioning, Design, and Deployment. An anticipated outcome is that practice by an Ohio-based ARC cohort will inform and advance generalized application of AI theory, to reveal and validate organizational value indicators with national ARC affiliates, and therefore emerge as a best practice.</p>
<b>Center Name</b>	Ohio State University
<b>Activity Name</b>	PR #2 Public Engagement for Community Resilience
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	<p>This project builds upon activities launched during BP4 all-hazards initiatives, and enables our established partners to move one step closer to community capacity-building and resiliency called for in HSPD 21 through public engagement. OCPHP has a four-year history of working with the public health workforce in public engagement activities through training and education. This activity advances that previous work and brings the process into a more focused and measurable realm. The public engagement pilots will follow the template developed by the Public Engagement Project on Community Control Measures for Pandemic Influenza. This 2006 project engaged the public in discussions and deliberations about the economic and social tradeoffs associated with community control measures (non-pharmaceutical) to slow pandemic influenza disease spread. We plan to work with two local health departments to pilot elements of such an engagement effort. The project outcome's focus on group process methods will better prepare the regional and local public health workforce and select leaders to coordinate planned public engagement sessions for public health efforts into the future. The planned sessions will gain preliminary input for pending decisions affecting policy, most likely policy associated with non-pharmaceutical intervention and pandemic influenza planning. Pilot groups will be conducted to engage citizens and stakeholders in deliberations about policy measures that might be implemented in the event of surge demands related to a catastrophic incident (e.g., pandemic influenza.) After small group and large group discussions, the stakeholders and citizens will be invited to provide meaningful input on a series of questions designed to evaluate their level of support for the proposed policy measures. The ideas put forward will be captured in writing, themes will be identified, and a final list of recommendations will be developed. We plan on conducting this pilot process at least two times and in two areas of the state to involve an initial outreach of 100 stakeholders and citizens. A process guide will be created and made available for partners wishing to apply the public engagement process in the future. We are fully convinced that this project will lead to ongoing awareness and effort to routinely use such public forums to inform future public health policy determination. An evaluation will include four possible components: a pre-post survey completed by citizens and stakeholders, qualitative data on deliberations and prioritized decisions gathered during the discussions, focus groups conducted immediately after each meeting (e.g., a hot-wash), and a document review to assess how the pilot public engagement process might influence policy. Evaluation is more fully covered in the evaluation narrative below.</p>
<b>Supportive Activity</b>	

<b>Center Name</b>	Ohio State University
<b>Activity Name</b>	S #1 Project Briefs and Advisory Representation
<b>Category</b>	Supportive Activity
<b>Description</b>	<p>The OCPHP has a strong record of networking relationships in the community, partly through its efforts to secure sharing/speaking engagements at trainings, seminars, conferences, and expos hosted through other public health partners. This supportive activity allows OCPHP to continue to spread the word about its efforts in preparing the public health workforce for disaster, at the local, regional, state, and national level. The OCPHP will continue to spread the word about its efforts in preparing the public health workforce for disaster through speaking engagements and attendance at trainings, seminars, conferences, and expos across the nation. In order to reach our maximum audience a database will be built to capture these activities, including categories for target audience, presenter, venue, and date. This database will provide a detailed list of each event attended, the extent of the OCPHP's involvement, and the estimated reach. This database will provide access to data that will inform use of our previous outreach and through its monitoring we will be successful at maximizing our presence in future events. Major regional milestones will again occur at quarterly meetings of all regional personnel in Columbus, hosted by the Ohio Department of Health, and also at regional Bioterrorism Coordination Meetings which involve local health department leadership and regional public health, Regional Medical Response System, and hospital coordinators. Major state milestones will occur at the annual individual conferences of the public health organizations in Ohio (Ohio Environmental Health Association, Ohio Public Health Association, Association of Ohio Health Commissioners, and Ohio Association of Boards of Health) but also takes place at the Combined Public Health Conference where all four organizations meet simultaneously each May. In addition, many smaller conferences and working group meetings in-state will be scheduled for OCPHP representation through speakers and sharing of our current activities. Major federal milestones occur at nationwide conferences per the CDC All-Hands Meeting. Fiscal constraints will severely limit out-of-state travel for 08-09, and in-state travel will be prioritized by education and training requirements versus presentations on CPHP. Reach is estimated at 1000.</p>
<b>Center Name</b>	Ohio State University
<b>Activity Name</b>	S #2 Learning Management Systems
<b>Category</b>	Supportive Activity
<b>Description</b>	<p>The Ohio Center for Public Health Preparedness (OCPHP) adopted OhioTRAIN as its preferred learning management system (LMS) in 2006. This LMS, developed and funded by the Public Health Foundation and affiliates, has been beneficial in the tracking and dissemination of continuing education opportunities and public health events at the local, regional, state, and national levels for public health professionals. OhioTRAIN has been utilized by OCPHP to post course announcements, track registrations for course offerings, conduct pre- and post assessments and evaluate course offerings. It has been beneficial in coordinating state and national level professional development learning opportunities. OCPHP has been a strong proponent in utilizing OhioTRAIN as a venue for managing multi-track conference registrations, course registrations, and a super calendar feature that premieres all statewide events and creates linkages to all activities in the public health sector, electronic course registrations, and technology-enhanced learning alternatives for adult learners; e.g., self-directed study courses, webcasts, vodcasts. OhioTRAIN has been used in conjunction with OSU's CARMEN system in offering academic courses as well as an independent study curriculum, "Introduction to Public Health Preparedness". CARMEN is used by OSU instructors, staff, and TAs to create and share materials. CARMEN automatically creates a blank course shell, complete with a class roster and a set of course tools, for every course in the Registrar's Master Schedule. The CARMEN team partners with the Office of Information Technology (OIT) to support the operation of CARMEN, including system maintenance and technical support services. OCPHP has used CARMEN for academic based preparedness programming since 2005. OCPHP will continue to contribute fiscal resources to National Train, of which OhioTRAIN is an affiliate, for upgrades to the multi-track conference and course listings, lodging arrangements and custom fields for course listings, automatic reset feature for retakes of pre- and post-assessments. Each year OCPHP has been a primary pilot user and consultant for new capabilities within the TRAIN LMS. In 2006-2007, OCPHP was the first administrative user to implement pre- and post-testing on the system as well as dual registration for blended learning. Due to the OCPHP sponsored FY2006-2007 enhancements, OhioTRAIN now has the capacity for a Super Calendar feature which enables statewide use of the month-at-a-glance calendar for program planning, and map grouping structures. This feature has been instrumental in marketing training and education events across the state. Another recently added feature is the capacity for credit card charges in conjunction with registration fees. The linkage between OhioTRAIN and CARMEN remains necessary as National TRAIN still does not have a capability to house online courses. TRAIN will continue to be used as the LMS for training offerings for public health professionals during the FY2008-2009 grant year. It is critical to the determination of outreach in our education and training endeavors, making LMS capabilities mandatory for support effort. OhioTRAIN is being utilized by OCPHP to post course announcements, track registrations for course offerings, facilitate pre- and post-assessments on subject matter knowledge, and coordinate statewide and national level professional development learning opportunities. The ODH and OCPHP will collaborate to continue to grow this capability in FY2008-2009 by providing distance based training to LHD offices (specifically local public health trainers) on OhioTRAIN functionality.</p>

<b>Center Name</b>	Ohio State University
<b>Activity Name</b>	S #3 Distance Learning Multi-Modalities: Development & Application
<b>Category</b>	Supportive Activity
<b>Description</b>	<p>OCPHP strengthened its self-directed learning (SDL) approach and interactive group activities by implementing a VBrick solution in FY2007-2008 which has the capability to move academic coursework, as well as practioner-based outreach training, into a distance education delivery format. VBrick digital media offers a continuum of teaching and training interventions that combine technology-enhanced learning thru an outside public health focused LMS (OhioTRAIN), internal web-based tools (CARMEN), external hosting (via PowerStream, an external reflector and storage service), and mobile technologies (i.e. podcasting/vodcasting/webinars). All of these methodologies are in synch with concepts of adult learning at any time, any place, and in any space around the globe, OCPHP will now be able to provide training. The Ohio Center for Public Health Preparedness (OCPHP) has positioned itself on the cutting edge with a plethora of multi-modalities that will deliver professional development and preparedness training opportunities to a global audience. Delivery mechanisms such as VBrick technology, GoToMeeting and GoToWebinar, Adobe Captivate, GCast, and online video conference systems stretch the bounds of the virtual classroom to all four corners of the earth. Vodcasts, also known as videos-on-demand (VOD), are housed in the College of Public Health's video repository located at <a href="http://vod.cph.ohio-state.edu">http://vod.cph.ohio-state.edu</a>. Recording functionality allows videos to be recorded and automatically transferred to the VOD server for immediate viewing. Bandwidth issues and storage capacity were addressed by contracting in increments to a third-party reflector and storage service provider, PowerStream. A VBrick solution appealed to the OCPHP because of its ability to 'grow' our system and the apparent mobility for disaster response. Webconferencing (i.e. GoToMeeting and GoToWebinar) will be used to supplement the VBrick system to enable audience members to conduct a two-way conversation with trainers and presenters using voice-over IP functionality. GoToWebinars are a viable alternative for linking OCPHP faculty and staff to the grassroots public health sector from the comfort of their desktop. Document sharing, group presentations and spontaneous webinars are ideal for the busy public health paraprofessional. Bi-weekly dissemination of the Ohio Prepared e-newsletter will continue to serve as a communication vehicle promoting OCPHP activities, lessons from the field, pertinent courses and trainings, best practices, a repository listing of video-on-demand archives, and preparedness-related topics via newsletter publication and website development. Ohio Prepared will continue to be sent out bi-weekly to a mass readership of over 2,000 subscribers, and posted on the OCPHP website immediately thereafter. The OCPHP website (<a href="http://cph.osu.edu/cphp/">http://cph.osu.edu/cphp/</a>) continues to provide up-to-date information about us, sponsored course and training offerings, current OCPHP projects, research, and legislation; publications, a calendar of events, and links to resources and tools (e.g., Public Health Exercise Portal, OCPHP newsletter) for our stakeholders. Reach = 3,500 Public Health practitioners and at least 25 other CPHPs.</p>
<p style="text-align: center;"><b>St. Louis University (A)</b>  <a href="#">Return to top ^</a></p>	
<b>Education and Training Activity</b>	
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	Crisis Leadership Curriculum
<b>Category</b>	Education and Training Activity
<b>Description</b>	This program consists of presentations, discussions and small and large group practice exercise components concerning the definitions and role of leadership in crisis and emergency response situations.
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	Epidemiological Response and Field Investigation
<b>Category</b>	Education and Training Activity
<b>Description</b>	This program will assist state and local epi staff in disease investigation and data management in a more efficient and effective manner and provide opportunities to practice outbreak investigation. Epi for Everyone is an interactive 5-part CD ROM program that introduces the basic concepts of Epidemiology including surveillance and analysis.
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	Local Public Health Agency Emergency Preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	This program is designed to address the need for increased competency of the administrators and managers in local public health departments including their evidence-based decision making skills and management skills in emergency preparedness situations and their capability as public health leaders.

<b>Center Name</b>	St. Louis University (A)	
<b>Activity Name</b>	Public Health Nurse, Hospital Nurse and School Nurse Emergency Preparedness	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Learning with Lilly Intro to Public Health: This interactive course and resource tool of Public Health Nurses is designed especially for those nurses who are new to Public Health. Emphasis is placed on the Principles of Population Based Public Health Nursing and the integrative systems of the local, state, and national health departments. Intro to Disaster Preparedness for Nurses: This program is designed to help public health, hospital and school health nurses become more knowledgeable about emergency situations and their roles in helping to prepared for and respond to an event. It provides a basic overview of disaster preparedness for nurses including a detailed account of what Public Health nurses, Clinical nurses and School/Collegiate nurses roles will be in the event of a man-made or natural disaster. There is a demonstration of how nurses fit into the public health incident command structure.	
<b>Center Name</b>	St. Louis University (A)	
<b>Activity Name</b>	Responder, Volunteer and Family Preparedness	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This program will assist responders, volunteers and other individuals in developing and evaluating a family and/or personal preparedness plan.	
<b>Center Name</b>	St. Louis University (A)	
<b>Activity Name</b>	Exercises and Simulations	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Public health and other first responders will be involved in exercises/simulations that test their response to a disaster situation. The Collection: Tabletop Exercises for Public Health Preparedness This reference CD ROM contains approximately 45-50 tabletop exercises. This program is organized by 5 categories of tabletop exercises, multiple agent, biological agents, chemical agents, explosives and natural disasters. This program can be used to review your agency's response plan, to exercise key stakeholder and responder roles in emergency events or to improve emergency response to a variety of crisis events. In addition, a 6th section contains important emergency preparedness references and resources, such as links to the CDC, CPHPs and ODP.	
<b>Center Name</b>	St. Louis University (A)	
<b>Activity Name</b>	Risk and Crisis Communication	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This is a four-part program that provides an overview of the basic theories of risk communication, discusses the principles of communication for interaction with the media, explains the development of effective risk communication messages, and demonstrates effective media message delivery.	
<b>Center Name</b>	St. Louis University (A)	
<b>Activity Name</b>	Mass Shelter Set-Up	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The online program reviews the public health ICS structure and walk through the Show-Me Care shelter operations during Hurricane Katrina in St. Louis, MO to give "real life" examples of how to set up a shelter. This online course will discuss the public health role in setting up and operating emergency shelters and "lessons learned" following Hurricane Katrina. Participants will also learn about the importance of personal preparedness and receive an emergency preparedness kit. o Increase awareness of role of public health in emergency shelters o Increase knowledge of public health skills required in shelters o Provide tools/resources to help plan for shelters in local communities o Provide information and resources for personal preparedness The nation has seen a number of disasters over the past several years. The last major disaster to strike the United States was Hurricane Katrina. Due to the debilitating impact of this disaster, capacity development requirements have changed for mass shelter concept of operations and set up. The information presented in this course is designed to improve understanding of recommended elements to facilitate the establishment of mass sheltering. However, having knowledge of the type of shelters that your jurisdiction will setup is largely dependent on the resources that your jurisdiction will have access to and the needs and capacity dictated by the emergency/disaster. It is necessary to assess the emergency/disaster situation and forecast mass care response needs. In this course, you will look at the resources and agencies utilized in the creation of the Show-Me-Care Shelter designed to accommodate 2,000 temporarily housed evacuees following the devastation of Hurricane Katrina. This course will guide you through the different elements used for consideration regarding shelter setup and management. This program is designed to review recommended elements for mass shelter design and operations. The program supplements local and state preparedness plans as well as provides alignment with the goals of the National Response Plan and related support functions for mass care and medical support activities (ESF #6 / #8). The Mass Shelter on-line course was completed in the first half of the grant year and will be distributed in the second half.	

<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	The Basics of Incident Management Systems in the Greater St. Louis Area
<b>Category</b>	Education and Training Activity
<b>Description</b>	This CD ROM program was designed to introduce the basic concepts of national incident management systems (NIMS) for Fire and EMS personnel in the St. Louis metropolitan area. It is intended to serve as both an educational tool and a source for reference material. It is divided into 10 user-friendly modules with learner assessments provided.
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	Evidence Based Public Health
<b>Category</b>	Education and Training Activity
<b>Description</b>	Evidence Based Public Health is designed to increase understanding of evidence-based principles among participants and to increase the utilization of systematic approaches in day-to-day public health practice.
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	NIMS: An Introduction for Public Health
<b>Category</b>	Education and Training Activity
<b>Description</b>	This distance-based educational program (online module and CD) was designed to introduce basic and advanced-level concepts of national incident management systems (NIMS) for public health professionals. This program describes the public health role within a coordinated/collaborative multi-agency crisis response.
<b>Partner-Requested Activity</b>	
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	Development and Coordination of a Regional Voluntary Accreditation Body
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	HCPHP and the HC state partners including the Missouri Institute for Community Health (MICH) have been working on the development of a regional voluntary accreditation body to evaluation and accredit local public health agencies throughout the region. This effort began during a Heartland Regional Meeting hosted by the Heartland Center in March, 2007. At this time, the MICH discussed its Voluntary Accreditation Program for Local Public Health Agencies which was established in 2002. Representatives from Kansas, Oklahoma, and Kentucky approached MICH about the possibility of creating a regional accreditation body to accredit local public health agencies and state agencies in their respective states. The HCPHP or another entity will oversee the voluntary accreditation of local and state governmental public health departments/divisions in the Heartland region of the United States. Under its governing board, the organization would: - Direct the establishment of accreditation standards; - Develop and manage the accreditation process; - Determine whether applicant health departments/divisions meet accreditation standards, and - Work in conjunction with and/or contract with the (NAB) for the delivery of accreditation services. The organization would maintain needed administrative and fiscal capacity to evaluate the effectiveness of the program and its impact on health departments' performance. The organization would advocate for competency based training and technical assistance for public health departments seeking to meet the standards. In addition, the organization would help to develop and support a culture of continuous quality improvement for the public health system. The goal of a regional voluntary accreditation body would be to establish quality and consistency that is recognized at federal, state, and local levels. It is important that state and national programs continue to learn from and maintain good relationships with each other. The regional accreditation body should complement national-based efforts to establish performance standards for public health departments. An entity other than the HCPHP would be aligned with Heartland Centers. The governing board would have equal representation from each of the participating states. Board membership from each state might consist of a representative from the state agency, a local health department, academia and institutes such as the Missouri Institute for Community Health. A workgroup/committee would be responsible for drafting/adopting performance and workforce standards. This workgroup would oversee the on-site review program and make recommendations to the Board regarding agencies going through the accreditation process. It was agreed by all participants to develop a collaborative agreement that will detail the level of commitment for state and local public health representatives. The collaborative agreement will include a statement of what the Regional Body stands for.
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	Evaluation and Performance Measures/Standards
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	The HC will collaborate with partners throughout the HC region in the development of competency based evaluation criteria and preparedness performance measures/standards related to public health certificate programs, exercise/simulation development, and special needs populations.
<b>Center Name</b>	St. Louis University (A)

<b>Activity Name</b>	Preparedness/Emergency Management Competency Based Core Curriculum
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	The HC will collaborate with HC state partners and academic programs at multiple levels (community college, undergraduate and graduate levels) to 1) identify existing core curricula in emergency management; 2) identify gaps in needed curricula; 3) identify and link public health workforce and academic core curricula; and, 4) identify and disseminate multi-level integrated core curricula available for comprehensive competency-based public health workforce development and preparation.
<hr/>	
<b>Supportive Activity</b>	
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	Learning Management System
<b>Category</b>	Supportive Activity
<b>Description</b>	During the first 6 months of 2007-08, the HCPHP LMS has had over 2,680 users accessing various on-line education and training opportunities, and/or registering for on-site programs. HCPHP Learning Management System coordinator provides technical support to all users of the system on an ongoing basis. Training, both on and off-site, is provided for end user groups (trainees), as well as agency administrators and course administrators. The HCPHP LMS coordinator keeps the site up-to-date by loading new courses, competencies, quizzes and evaluations. The online calendar of events is maintained and includes HCPHP and partner's events. Demonstrations of the system are done on an ongoing basis to seek out and encourage new partnerships. Other activities include web site maintenance, report generation, and communication with LMS developers regarding enhancements and repairs. HCPHP is facilitating an LMS workgroup with state partner representatives involved in coordinating the use of Learning Management Systems. This workgroup will share lessons learned, find projects and eventually certifications that can be shared across states and systems, and develop a set of quality standards for courses and materials. Communication via conference calls and twice yearly meetings will facilitate progress in the collaborative efforts. The LMS Coordinator and other HCPHP staff and advisors will continue to provide guidance to assure ongoing effective approaches to improve workforce access to quality competency-based programs and products through use of multi-media formats and learning management systems. This includes: o Support use of the learning management system and increased technology capacity to improve alternative mediated formats for program and product use within the HCPHP region and CPHP Network o Expand access to competency-based programs and products through use of integrated learning management systems o Support use of the learning management systems to effectively and efficiently track completion of programs, certificate achievement levels and credentialing standards In addition, as part of the sustainability effort to continue to provide quality education and training programs to the public health workforce, HCPHP will collaborate with the South Central CPHP and other CPHPs to integrate LMSs across the country in order to expand the education and training offerings while still maintaining functional independence.
<hr/>	
<b>Center Name</b>	St. Louis University (A)
<b>Activity Name</b>	HC Cross Borders Strategic Preparedness Development
<b>Category</b>	Supportive Activity
<b>Description</b>	HCPHP partner states requested frequent communications among HC partners to provide preparedness education, share information regarding successful education and training outcomes and to develop collaborative efforts to enhance and/or expand preparedness education and training throughout the HCPHP region (Missouri, Kansas and Kentucky) and nationally. HCPHP facilitates/coordinates the communication between partners and coordinates the preparedness education opportunities.
<hr/>	
<p style="text-align: center;"><b>Texas A and M University</b></p> <p style="text-align: center;"><a href="#">Return to top ^</a></p>	
<b>Education and Training Activity</b>	
<b>Center Name</b>	Texas A and M University
<b>Activity Name</b>	Continued distribution of existing electronic training via Internet/Web
<b>Category</b>	Education and Training Activity
<b>Description</b>	CPHP will continue to offer existing electronic training activities via Web access on the following topics: family preparedness, environmental health and children, and environmental health. Activities will be available via the Center's website and CPHP Resource Center. Activities can be provided on CD ROM at the participant's request.
<hr/>	
<b>Center Name</b>	Texas A and M University
<b>Activity Name</b>	Ethical Considerations in a Public Health Emergency

<b>Category</b>	Education and Training Activity	
<b>Description</b>	Education and training activity content includes the following: - Hypothetical case presentation - Basic ethical principles in medicine as a basis for considering how those apply in a public health emergency - Triage of scarce resources - Decisions about balancing the public good versus rights of individuals - Discussion of role in surveillance and education of public - Isolation and quarantine issues - Description of process evolving in Tarrant County, Texas - Similar processes at other sites around the country Education and training activity will be delivered face-to-face utilizing the following teaching methods: - Power point presentation - Interactive discussion - Written evaluation - Post-test Education and training activity will be delivered by Content Specialist Kendra Belfi, MD, FACP. Target audience representative is Heidemarie Boas, RNC, MPH, WHCNP. The following adult education principles are reflected in this activity: - Utilization of previous nursing knowledge relating to content - Utilization of problem solving approach in analyzing clinical situations - Attendance indicates personal initiative and evidence of readiness to learn - Incorporation of self assessment tools that promote learning - Lecture presentation involves learner	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Mental Health and Behavioral Guidelines for Response to Pandemic Influenza for Children and Adolescents	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Education and training activity content includes the following: - Prevention model: prevention, early intervention, limit tertiary intervention - Key common reactions: behavioral, physical, emotional, cognitive, social - Severe stress reactions: acute stress disorder (on set and duration of) and post traumatic (on set and duration of) - Professional response to crisis before, during and after: psychological first aid (positive problem solving and support networks) and vulnerable populations (current mental health issues, cognitive impairment, and visual, hearing, and physical impairments) - Resources readily available to school nurses: US DHHS SAMHSA, National Association of School Psychologists, American Psychological Association, and National Child Trauma Stress Network Education and training activity will be delivered face-to-face utilizing the following teaching methods: - Power Point presentation - Group discussion - Written evaluation - Post test Education and training activity will be delivered by Content Specialist Constance J. Fournier, PhD. Target audience representative is Heidemarie Boas, RNC, MPH, WHCNP. The following adult education principles are reflected in this activity: - Utilization of previous nursing knowledge relating to content - Utilization of problem solving approach in analyzing clinical situations - Attendance indicates personal initiative and evidence of readiness to learn - Incorporation of self assessment tools that promote learning - Lecture presentation involves learner	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Web Based Version of Hospital Evacuation	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Hospital Evacuation Education and Training Activity will be adapted to a Web based activity. Presentation slides and script will be provided to TEEX KEC to create Web based version of Hospital Evacuation to be made available via CPHP's Website and the ASPH CPHP Resource Center.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Web Based Ethical Considerations in a Public Health Emergency	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Ethical Considerations in a Public Health Emergency Education and Training Activity will be adapted to a Web based activity. Presentation slides and script will be provided to TEEX KEC to create Web based version of activity to be made available via CPHP's Website and the ASPH CPHP Resource Center. Education and training activity content includes the following: - Hypothetical case presentation - Basic ethical principles in medicine as a basis for considering how those apply in a public health emergency - Triage of scarce resources - Decisions about balancing the public good versus rights of individuals - Discussion of role in surveillance and education of public - Isolation and quarantine issues - Description of process evolving in Tarrant County, Texas - Similar processes at other sites around the country Education and training activity will be delivered via USA Center Learning Management System utilizing the following teaching methods: - Online learning module adapted from PPT and script - Written evaluation - Post-test The following adult education principles are reflected in this activity: - Utilization of previous nursing knowledge relating to content - Utilization of problem solving approach in analyzing clinical situations - Attendance indicates personal initiative and evidence of readiness to learn - Incorporation of self assessment tools that promote learning - Lecture presentation involves learner	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Web Based Mental Health and Behavioral Guidelines for Response to Pandemic Influenza for Children and Adolescents	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Mental Health and Behavioral Guidelines for Response to Pandemic Influenza for Children and Adolescents Education and Training Activity will be adapted to a Web	

based activity. Presentation slides and script will be provided to TEEX KEC to create Web based version of activity to be made available via USA Center's online Learning Management System and the ASPH CPHP Resource Center. Education and training activity content includes the following: - Prevention model: prevention, early intervention, limit tertiary intervention - Key common reactions: behavioral, physical, emotional, cognitive, social - Severe stress reactions: acute stress disorder (on set and duration of) and post traumatic (on set and duration of) - Professional response to crisis before, during and after: psychological first aid (positive problem solving and support networks) and vulnerable populations (current mental health issues, cognitive impairment, and visual, hearing, and physical impairments) - Resources readily available to school nurses: US DHHS SAMHSA, National Association of School Psychologists, American Psychological Association, and National Child Trauma Stress Network Education and training activity will be delivered via USA Center LMS utilizing the following teaching methods: - Online learning module adapted from PPT and script - Evaluation - Post test The following adult education principles are reflected in this activity: - Utilization of previous nursing knowledge relating to content - Utilization of problem solving approach in analyzing clinical situations - Attendance indicates personal initiative and evidence of readiness to learn - Incorporation of self assessment tools that promote learning - Lecture presentation involves learner

<b>Center Name</b>	Texas A and M University
<b>Activity Name</b>	Promotores and Community Health Workers: Engaging the community in public health preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	This training will be delivered live/face-to-face , and will address the indicated learning objectives for Promotores and Community Health Workers in Texas-Mexico border communities. Learning materials will be provided in a bilingual (Spanish and English) format. This activity will provide Promotores/CHWs with knowledge, skills and abilities to disseminate accurate information within their communities.
<b>Center Name</b>	Texas A and M University
<b>Activity Name</b>	Texas Training Initiative for Emergency Response Module I
<b>Category</b>	Education and Training Activity
<b>Description</b>	T-TIER Module I is delivered live/face-to-face over a 4 ½ day training period. The participants gain the knowledge, skills, and abilities to plan, respond, and deploy effectively in the event of terrorist acts, infectious disease outbreaks, and other public health threats and emergencies. CPHP delivers training in collaboration with the following organizations: Texas A&M University (TAMU) College of Veterinary Medicine, TAMU College of Agriculture and Life Sciences, National Emergency Response and Rescue Training Center, Federal Bureau of Investigation, CDC, Texas Department of State Health Services, TAMU Department of Educational Psychology.
<b>Center Name</b>	Texas A and M University
<b>Activity Name</b>	Texas Training Initiative for Emergency Response Module II
<b>Category</b>	Education and Training Activity
<b>Description</b>	Module II will consist of delivery of CDC's Public Health Emergency Law and Forensic Epidemiology course by content experts. Module II will culminate with exercise focused around video developed by CPHP in collaboration with legal content experts demonstrating techniques for successful witness testimony. The Forensic Epidemiology course's centerpiece is a case scenario worked on in small groups. The small groups, which include equal numbers of law enforcement and public health officials, address key objectives by reviewing sets of facts, and then by answering questions matched to the objectives. The objectives span a spectrum of issues, including, for example: conducting epidemiological investigations and public health responses in the setting of a crime scene; meshing criminal investigative procedures with epidemiological, laboratory, and other scientific procedures in such settings; and joint law enforcement and public health operations and communications. In addition to improving understanding of relevant laws, approaches, and procedures, the module's delivery is designed to increase participants' familiarity with their law enforcement and public health counterparts in their home jurisdictions. The module also employs a "train-the-trainer" strategy to emphasize peer teaching and to create a force-multiplier capacity for sustainable, additional training within a state or other jurisdictional level. The case study is designed to be modified to reflect specifics of the jurisdiction in which training is being conducted. Helpful reference tools and resources are included in the additional resources. This Course Manager's Guide provides direction to assist organizers and instructors in the delivery of the course materials. The Public Health Emergency Law course comprises three units to be delivered over 1 day by PowerPoint instruction, and an optional interactive case study for smaller breakout groups lasting 1.5 hours. The breakout groups are intended to facilitate interaction and networking among public health, emergency management, and other officials, such as law enforcement, other first responders, and the judiciary. The case study's intent is to foster mutual understanding of the legal authorities involved in management of a public health emergency. Participation in the case study is intended to identify gaps in preparedness that can be addressed through joint planning by jurisdictions before a public health emergency occurs. The teaching materials include a number of slides that can be modified to reflect laws specific to the jurisdiction in which training is being conducted. Helpful reference tools and resources are included in the additional

	resources. This Course Manager's Guide provides directions to assist organizers and instructors in the delivery of the course materials.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	The Impact of Education on Health and the Environment	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Education and training activity will be delivered face-to-face by K.C. Donnelly, Ph.D. , Department Health, Environmental and Occupational Health, Texas A&M Health Science Center School of Rural Public Health. Teaching materials include PPT presentation. Content includes current issues in environmental health, children's health, review of current problems, the risk paradigm, the importance of education, and case studies related to preparedness issues.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Education Service Center Region 6 School Nurses Conference	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	USA Center for Rural Public Health Preparedness will partner with Texas Education Service Center Region 6 to provide two education and training activities as part of the Texas ESC Region 6 School Nurses Conference. ESC 6 will be provided with the following list of pre-existing didactic education and training activities and be asked to designate two activities to be delivered face-to-face by a content expert at their conference. Teaching materials include use of a PPT presentation. Pre-existing education and training activities include: - Planning and response to agroterrorism - Ethical considerations in a public health emergency - Behavioral guidelines for pandemic influenza response - Ethics of special needs in a public health emergency - Disaster mental health - Community engagement for preparedness planning - Risk communication - Environmental health risks and education - Biological agents - Chemical agents - Intro to epidemiology/surveillance/outbreak investigation - Surge impact on the healthcare system - Rapid needs assessment	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	TBD for TAMU Physical Plant	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	USA Center for Rural Public Health Preparedness will partner with Texas A&M University Physical Plant to provide one education and training activity to the custodial crew. TAMU Physical Plant will be provided with the following list of pre-existing didactic education and training activities and be asked to designate one activity to be delivered face-to-face by a content expert at their facility. Teaching materials include use and distribution of a PPT presentation. Pre-existing education and training activities include: - Planning and response to agroterrorism - Ethical considerations in a public health emergency - Behavioral guidelines for pandemic influenza response - Ethics of special needs in a public health emergency - Disaster mental health - Community engagement for preparedness planning - Risk communication - Environmental health risks and education - Biological agents - Chemical agents - Intro to epidemiology/surveillance/outbreak investigation - Surge impact on the healthcare system - Rapid needs assessment	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	TBD for New Hampshire DHHS	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	USA Center for Rural Public Health Preparedness will partner with the New Hampshire Department of Health and Human Services to provide two education and training activities to the New Hampshire public health workforce. New Hampshire DHHS will be provided with the following list of pre-existing didactic education and training activities and be asked to designate two activities to be delivered face-to-face by a content expert in their region. Teaching materials include use and distribution of a PPT presentation. Pre-existing education and training activities include: - Planning and response to agroterrorism - Ethical considerations in a public health emergency - Behavioral guidelines for pandemic influenza response - Ethics of special needs in a public health emergency - Disaster mental health - Community engagement for preparedness planning - Risk communication - Environmental health risks and education - Biological agents - Chemical agents - Intro to epidemiology/surveillance/outbreak investigation - Surge impact on the healthcare system - Rapid needs assessment	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	TBD for South Dakota Public Health Workforce	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Based upon FY08 training assessment results, USA Center for Rural Public Health Preparedness will partner with the South Dakota Department of Health to provide two education and training activities to the South Dakota public health workforce. SD DOH will be provided with the following list of pre-existing didactic education and training activities and be asked to designate two activities to be delivered face-to-face by a content expert in their region. Teaching materials include use and distribution of a PPT presentation. Pre-existing education and training	

activities include: - Planning and response to agroterrorism - Ethical considerations in a public health emergency - Behavioral guidelines for pandemic influenza response - Ethics of special needs in a public health emergency - Disaster mental health - Community engagement for preparedness planning - Risk communication - Environmental health risks and education - Biological agents - Chemical agents - Intro to epidemiology/surveillance/outbreak investigation - Surge impact on the healthcare system - Rapid needs assessment		
<b>Partner-Requested Activity</b>		
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Texas A&M University Division of Finance Pan Flu Table Top Exercise	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	The TAMU Division of Finance would like CPHP to facilitate a functional pandemic influenza exercise that allows employees to test their ability to work from home in the event of an actual pandemic or other event that prevents them from commuting to work. Exercise will begin in the late stage/phase of a pandemic and require employees to carry out an actual work day while addressing scenarios and injects.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Hurricane IKE Registry: Longitudinal Needs Assessment	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	-	
<b>Supportive Activity</b>		
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Texas A&M University Pandemic Influenza Planning Workgroup	
<b>Category</b>	Supportive Activity	
<b>Description</b>	CPHP will continue to convene and participate in regular Pandemic Influenza Work Group meetings to develop and exercise a pandemic influenza response plan for Texas A&M University and its components.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Texas Preparedness Coordination Council (PCC)	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Barbara Quiram, Ph.D., USA Center Director, serves as vice chair of the Texas Preparedness Coordinating Council. Dr. Quiram will continue to serve as vice chair throughout the FY09 CPHP project year. She attends quarterly meetings in Austin, Texas. Additionally, Dr. Quiram serves as PCC representative to DSHS Preparedness Priorities Workgroup. The purpose of the council is to provide advice and assistance to the Texas Department of State Health Services Board (board) and the Department of State Health Services (department) in coordinating efforts to prepare the state of Texas for all-hazards responses, including bioterrorism attacks, other infectious disease outbreaks, and additional public health threats and emergencies. The council shall advise the board concerning rules relating to major public health preparedness issues. The council will assist the department and the board in coordinating preparedness and response planning, improving disease surveillance and detection, developing epidemic response capabilities, and addressing other public health emergency activities related to the department.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Academic Senior Advisory Forum on Public Health Preparedness	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The Principal Investigator was invited by the Commissioner of the Texas Department of State Health Services to join the Academic Senior Advisory Forum on Public Health Preparedness. This group meets to discuss public health preparedness issues and advise the Commissioner in efforts to prioritize and strengthen public health preparedness training, practice, and research.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Observer/Controller support for exercises that require public health expertise	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Barbara Quiram, Ph.D., Center Director, Kay Carpender, Assistant Center Director, and Jill Artzberger, M.P.H., Center Manager, are trained Observer/Controllers and represent the public health perspective on exercises testing emergency preparedness and response capabilities nationwide.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	USA Center for Rural Public Health Preparedness Advisory Council Meeting	
<b>Category</b>	Supportive Activity	

<b>Description</b>	The Advisory Council, comprised of representatives from each partner state and other partners, will convene once a year of the project to ensure interaction and collaboration with State and local partners. The Advisory council is envisioned as a group that will broaden the existing network of partnerships within each target state and create new collaborative relationships with organizations and stakeholders. Objectives include the following: identify jurisdictions for training; identify training priorities and needs; assist in creating performance measures and indicators based on existing table top exercise objectives in order to evaluate table top exercise performance and assess the knowledge, skills, abilities, and competencies gained through training; identify stakeholders for participation in rural preparedness roundtables; outline areas of focus for rural preparedness roundtables; and identify methodologies for collecting best practices in targeted geographic areas.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Enhance Technology Infrastructure	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Building upon the work started during the 2007-08 project year, CPHP will work with Texas Engineering Extension Service Knowledge Engineering Center to continue deployment of the online campus learning system and to continue to provide hosting and support. Enhancement of electronic capabilities will provide an improved framework for existing course materials and enable the Center to reach a larger, more diverse audience via distance education and training.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	Online Evaluation System	
<b>Category</b>	Supportive Activity	
<b>Description</b>	To better meet the training needs of the growing and diverse public health and emergency management workforce, it is essential that the Center has the capability to provide distance/online training and education. In order to effectively evaluate distance education activities, Center will continue to utilize an online survey program. The program enables the Center to utilize various survey methods by administration of pre/post test, self awareness assessment, and program evaluation in an online environment. CPHP will utilize services provided by TEEX KEC via CPHP Website and Survey Monkey.	
<b>Center Name</b>	Texas A and M University	
<b>Activity Name</b>	CNE and CME Development for Education and Training Activities	
<b>Category</b>	Supportive Activity	
<b>Description</b>	CNE/CME accreditation ensures the health care community and the public that such activities provide physicians and nurses with information that can assist them in maintaining or improving their practice. Continuing education activities are designed to promote and enrich knowledge, improve skills, and develop attitudes for the enhancement of practice, thus improving health care to the public. Center staff will develop applications for Continuing Medical Education and Continuing Nursing Education credits for its proposed education and training activities with target audiences that include physicians and nurses to increase participation in activities. Center staff will work with CME and CNE providers to assure that CPHP education and training activities meet the standards required to provide CMEs and CNEs upon participants' successful completion of the activity.	

## Tulane University

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Satellite Broadcast Preparedness Programs - Joint Activity with UAB
<b>Category</b>	Education and Training Activity
<b>Description</b>	The SCCPHP proposes to continue our satellite broadcasts with four national satellite broadcasts (averaging 90 minutes each) presented over the 2008/09 project period. UAB SCCPHP will conduct two broadcasts and Tulane SCCPHP will conduct two. Terrorism and preparedness related topics are identified by the SCCPHP state and local partners. These programs are broadcast from the Video Communications Unit of the Alabama Department of Public Health which provides production and uplink services for each program. Travel and the uplink costs are funded by the UAB SCCPHP and Tulane University SCCPHP. Dr. Josh Klapow, an investigator with the UAB SCCPHP, will serve as the moderator for the broadcasts. Tulane SCCPHP will be responsible for developing evaluation instruments and analysis for the broadcasts. Satellite broadcast topics have been identified by the SCCPHP Advisory Board, these are: - Psychological First Aid for Volunteers During Disasters (Dr. Josh Klapow) - Cross-border Collaboration During Disasters (Dr. Andy Rucks) - Special Needs Populations in Disaster Response (Dr. Joseph Contiguglia) - Alternative Standards of Care in Disasters (Dr. Joseph Contiguglia)

<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Advanced Crisis Leadership Institute
<b>Category</b>	Education and Training Activity
<b>Description</b>	Designed by the SCCPHP Advisory Board, this program consists of a 1 day workshop to be held between Jan-April of 2009, that builds on the knowledge and skills developed through the South Central Public Health Leadership Institute (SCPHLI). Due to the reduction in CDC funding, the SCCPHP is currently considering several ways to make the Advanced Institute more cost effective, such as combining this institute with the SCPHLI. We are discussing options with our Advisory Board. The Advisory Board continues to show strong support for the ACLI and they have indicated they want to see this activity continue in the 2008-09 year. We are currently planning on a 1day Institute however, this may change with additional financial support from our state partners. Topic areas may include: - Organizational behavior, organizational performance, and evaluation - Critical thinking including recognizing emerging trends and long-term strategic visioning - Ethics and law in crises
<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Delivery of Previously Developed Online Courses - Joint activity with UAB SCCPHP
<b>Category</b>	Education and Training Activity
<b>Description</b>	This activity will fund the delivery of existing web-based preparedness courses developed during prior funding periods. Each course was developed based on needs assessments conducted with our state and local partners or based on specific partner requests. Our partners have requested that we make these courses available to employees who were unable to take the course when initially offered. The long-term goal for this activity is to make these web-based courses, as well as future courses, available to our partners through open enrollment, thus further ensuring that we meet the need for which each course was created. These courses feature lively presentation styles, hands-on exercises, additional resources, up-to-date topics and examples, and the chance to receive a certificate of completion upon receiving a passing grade on the course examination as well as CEUs for some courses. All of these courses are original and unique training opportunities for public health professionals. The resources required to offer these courses through the SCCPHP LMS are staff effort to update some courses on the LMS system; effort in monitoring course function in the LMS, and managing enrollees and troubleshooting user technical difficulties. Additional costs are storage server capacity for course content. These costs have decreased each year as courses have been converted to the LMS format and as automated functions have been added to the LMS. For example, certificates of completion are now automatically generated. During the 2008-2009 project year, the SCCPHP plans to continue to offer the 66 courses that have been launched in the LMS, 39 were developed by the Tulane SCCPHP and 27 were developed by the UAB SCCPHP. The SCCPHP will continue to enroll participants in these courses and manage course registration, technical difficulties, and evaluation. A list of online courses offered by the SCCPHP can be found at: <a href="http://lms.southcentralpartnership.org">http://lms.southcentralpartnership.org</a>
<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Alternative Standards of Care in Disaster - Statewide Grand Rounds Live Videoconference
<b>Category</b>	Education and Training Activity
<b>Description</b>	This activity is requested by our state partner, the Louisiana Office of Public Health (LAOPH). LAOPH offers a public health continuing education program that is delivered as a live videoconference throughout the state. Dr. Joseph Contiguglia, MD, MPH & TM, MBA, Clinical Professor of Public Health, Tulane University's School of Public Health and Tropical Medicine, has been asked to provide a presentation titled "Alternative Standards of Care in Disaster." This presentation includes a PowerPoint presentation created by Dr. Contiguglia, handouts, and an evaluation tool developed by LAOPH. This live didactic broadcast throughout the LA DHH OPH system to the regional offices will provide participants with a real-time opportunity for comment and questions. LAOPH will seek to provide medical and nursing education credits at no cost to participants.
<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Special Needs Populations in Disaster Response - Web-based Course
<b>Category</b>	Education and Training Activity
<b>Description</b>	Dr. Joseph Contiguglia, MD, MPH & TM, MBA, Clinical Professor of Public Health, Tulane University's School of Public Health and Tropical Medicine will review, adapt and tailor existing training materials to produce an online course entitled "Special Needs Populations in Disaster Response." This asynchronous web-based course will characterize the special needs of vulnerable populations in a crisis environment as well as the special needs imposed on a population at large in the evolution of a disaster, and will provide insight into optimally dealing with the unthinkable so as to most effectively apply available resources in maximizing community and individual survival under extraordinary circumstances. Disaster exposes two patterns of special needs. The challenge of a disaster on a population at risk for those with specific vulnerabilities whose remedy is often difficult during the catastrophic circumstances and devastated environment following man made or natural emergencies, and the special needs of the "normal" unselected population exposed to extraordinary circumstances of injury, scarce resources,

destruction of infrastructure and social disruption. To minimize the consequences posed by special needs, careful professional planning, training, preparation and infrastructure development focused on relevant perils and foreseeable population requirements are critical. This course shows the way for the new generation of disaster managers to combine technology, communications and potential resources in meeting the high standards expected by the population at large in fulfilling the national strategic priority of lifesaving. This training will be developed as an asynchronous web-based course and will be developed and delivered online in the second half of the 2008-09 grant year, with a completion date of August 9, 2009.

<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Psychological First Aid for Volunteers - Web-Based Preparedness Course - Joint Activity with UAB SCCPHP
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>The importance of Psychological First Aid (PFA) for victims of a disaster as well as first responders has been well established. From the attacks of 9/11 to Hurricane Katrina, the psychological impact of a disaster often has far reaching and longstanding effects. While there is increasing attention paid to the psychological needs of victims and first responders, often during a crisis these needs are not addressed or are deemphasized relative to physical and environmental needs. While there are several resources available for the general public and the public health workforce on the topic of Psychological First Aid, basic training in the foundations of PFA is crucial for anyone who may be called to respond in a disaster situation. It is critical to provide PFA training to individuals within and outside the mental health profession. To increase the reach of PFA training the SCCPHP proposes a PFA online course. By providing access to an online PFA course public health professionals and health care professionals with disaster response roles will have access to this important and highly generalizable skill. Building on the success of the face-to-face Psychological First Aid course that was offered during the 2007-2008 project period, the SCCPHP proposes to develop an online PFA course utilizing the materials and guidelines set forth by National Child Traumatic Stress Network and the National Center for PTSD. This content was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). The course instructor will be Dr. Joshua Klapow from the SCCPHP. Dr. Klapow is a licensed clinical psychologist and certified as a Disaster Mental Health Professional by the American Red Cross. Dr. Klapow already teaches a course in Psychological First Aid for the University of Alabama at Birmingham, and is a frequent lecturer on the topic of PFA and first responder resiliency. Dr. Klapow will collaborate with Dr. Robin Gurwitsch from the University of Oklahoma Health Sciences Center and the Terrorism and Disaster Branch of the National Center for Child Traumatic Stress. Dr. Gurwitsch is one of the primary authors of the Second Edition of the Psychological First Aid Field Operations Guide. This guide will serve as the basis for the course. The PFA course content will include: a. Overview of Psychological First Aid b. PFA Core Strategies 1. Preparing to Deliver Psychological First Aid 2. Contact and Engagement 3. Safety and Comfort 4. Stabilization 5. Information Gathering: Current Needs and Concerns 6. Practical Assistance 7. Connection with Social Supports 8. Information on Coping 9. Links with Collaborative Services c. Individual PFA- Caring for Yourself During a Disaster a. Signs and symptoms of stress and burnout b. Recognizing destructive response patterns c. The basics of stress management and resiliency building The course will be self-paced and developed using SABA. Nursing and Social Work CEUs will be provided, if approved, for this course.</p>
<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Cross-Border Collaboration - Web-Based Preparedness Course - Joint Activity with UAB SCCPHP
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>This course will use case simulations to examine possible cross-border public health response events. It will lead public health practitioners, first responders and first receivers through the necessary steps to effective cross-border collaboration. It will also include guides for establishing pre-event coordination with cross-border agencies, and will cover such subject matter as creating channels for successful communication and knowing what resources are available to collaborating agencies. The course will focus, too, on judicial standards, memorandums of understanding (MOU), and memorandums of agreement (MOA) needed for an effective response across state borders. The overarching goal of this course will be to assist those who may potentially be involved in cross-border response to develop action plans to bridge partner agencies for effective real-time collaboration.</p>
<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Leadership in Crisis Workshop
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>The South Central Public Health Leadership Institute is one of our regional partnership programs. Now in its 13th year, the program consists of three face-to-face sessions, telephone conferences, and team projects developed over the course of the program year. With funding from the SCCPHP, the Institute will include 1.5 days of programming on crisis leadership to complement the workshops on leadership skills development being offered by the Leadership Institute. This component was first offered in the 2006-2007 year. The continuing</p>

need for the program was reinforced by the Advisory Board at its meeting in April 2008. Designed by the Advisory Board, the program includes a half-day workshop on Critical Thinking in Crisis Situations, a half-day session focusing on Planning an Integrated Response in Crises planning, and a half day workshop on Emotional Intelligence in Crisis Leadership. The program will be offered in January 2008 by Ian I. Mitroff, Vincent Covello, and Lou Rowitz.

### Partner-Requested Activity

<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Online Competency Assessment Tool - Joint Activity with UAB SCCPHP
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	<p>Over the past three project years the SCCPHP developed an Online Competency Assessment Tool (OCAT) to identify job specific public health emergency response competencies in the Center's region. To date, facets of the OCAT have been developed for public health nurses, social workers, and environmentalists. Preliminary data has been collected and validation efforts to test the tool's effectiveness have been conducted. For the 2008-09 project year, the Center will continue to test the utility of the OCAT. Stringent validation of the tool via assessment and feedback of results will be conducted. This will ensure that the tool is as accurate and reliable as possible. Last year, by using the OCAT, the Center provided baseline evidence of competency based emergency preparedness across the South Central Center's region for several public health job categories. This year, the Center will be able to identify future training priorities for both the Center and our state partners. This assessment will serve as a benchmark for future public health emergency preparedness competency assessment, allowing the Center to demonstrate job specific emergency preparedness training impact by State, region, or locality on a longitudinal basis. Dr. Lisle Hites will continue to lead development of the OCAT. During the 2008-09 year he will monitor partner use of the tool, collect feedback and modify and expand the existing Public Health Response roles of Nurse, Social Worker, and Environmentalist. Additionally, during the 2008-09 year, the Center plans to build in the last piece of the OCAT by including a training component. The SCCPHP plans to add short training vignettes to each scenario that will explain why one answer is better than the others and help the participant to improve their response competency as opposed to just testing it. The end result will be an Online Competency Assessment and Training Tool (OCATT) that will allow public health responders (for now, limited to Nurses), to not only test PHEP competencies, but also to train on specific competency weaknesses and not be burdened by training on content that is already possessed by the responder. The SCCPHP will work with the state health departments in our region to create the training vignettes for 130 questions in the OCATT for the nurse category. These vignettes will be combined with the OCATT scenarios in order to provide training to nurses while also assessing their training needs. Once the training element has been added to the OCATT, the SCCPHP will work with state and local partners for regional usage of the OCATT and the SCCPHP Advisory Board will be provided with a report regarding needs assessment and training results. The OCATT is available as part of the SCCPHP Learning Management System (LMS) located on the web at: <a href="http://lms.southcentralpartnership.org">http://lms.southcentralpartnership.org</a>. The OCATT is accessed by participants once they register and establish a profile in the LMS. Participants who select the job role of Nurse, Environmental Health Specialist or Social Worker are provided with a series of situation based questions that measure decision making quality to help identify training needs for the preparedness competencies most salient to their job role.</p>

<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Internships- Joint Activity with UAB SCCPHP
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	<p>South Central IMPACT (Interns and Mentors Program for ACTION) in Public Health Preparedness provides the structure through which states can present opportunities for internship projects and students can apply for internships across the region. IMPACT's mission is to provide both students and states with the highest quality experiences and to attract students to public health. Public health agencies in Alabama, Arkansas, Louisiana and Mississippi will design and propose internship projects in the area of public health preparedness. A committee made up of faculty and staff representing the participating schools and the SCCPHP will ensure that the projects proposed by the states provide significant learning opportunities for the students. Students will apply through their schools for the internship opportunity of interest. The committee will then meet to match students with projects. These matches will be sent to the proposing agency where they will interview students and select an intern. Students will work on-site for 12 weeks for a stipend of \$5,625. This is a joint project between UAB SCCPHP and Tulane University SCCPHP. The UAB SCCPHP proposes to fund 2 intern positions and Tulane SCCPHP will fund 7 interns. Mrs. Crystal Jenkins at UAB SCCPHP will take the lead role in managing the IMPACT program. She will work with each state in developing project proposals, coordinating the application process, submitting applications for review by the Internship Development Committee, answering questions from students, notifying students of internship awards, coordinating payment to interns and the follow-up evaluations. At Tulane SCCPHP, Dr. Maya Begaliev will be responsible for ensuring Tulane SPHTM students apply for internship positions. She will be responsible for advertising the internship opportunities to students, answering questions about the program, and she will serve as a member of the Internship Development Committee. Also, Mr. Tom</p>

Augustson will assist with some Tulane related activities such as coordinating payment of Tulane interns. Response to CDC Draft Preparedness Goals depends upon the specific internship designed by the state preceptors.		
<b>Supportive Activity</b>		
<b>Center Name</b>	Tulane University	
<b>Activity Name</b>	Convert Previously Developed Webcast Programs to SCCPHP LMS - Joint Activity with UAB SCCPHP	
<b>Category</b>	Supportive Activity	
<b>Description</b>	During the 2008-09 year, Tulane SCCPHP will take the lead in converting webcasts developed during prior funding periods. These webcasts were first delivered as live satellite broadcasts during the past four years and the archived webcasts currently reside on the website of our state partner that hosts these programs, the Alabama Department of Public Health. During the 2008-09 year, these webcasts will be packaged so that they are able to function as mini-courses and they will be added to the SCCPHP LMS. By providing the webcasts on the LMS, the SCCPHP will make these trainings more available to our target audience and this will enable the Center to more effectively group courses and webcasts that address similar topics. Tulane SCCPHP staff will be needed to convert the webcasts to the correct format, construct related materials such as syllabus, short quiz, etc., and to upload these trainings to the LMS. Staff from UAB SCCPHP will assist in gathering the necessary information for webcasts that they sponsored. Five webcasts will be converted and placed on the SCCPHP LMS.	
<b>Center Name</b>	Tulane University	
<b>Activity Name</b>	Convening SCCPHP State and Local Partners - Joint activity with UAB	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The SCCPHP will hold two meetings of the SCCPHP Advisory Board during the 08-09 project year and two to three conference calls in between the face-to-face meetings. The purpose of the conference calls and the biannual face-to-face meetings are to discuss the educational and training needs of our practice partners, to determine if original projects of the SCCPHP are still appropriate, to obtain feedback from practice partners on the direction and implementation of the SCCPHP projects, all of which ensure that the end results of SCCPHP projects meet partner needs. These meetings and calls essentially ensure that our partners are engaged in SCCPHP activities. They keep our partners updated with new SCCPHP products as they are ready for delivery and solicit input for how to best market and deliver these products in their states. Projected dates and locations for these meetings are as follows: Fall Meeting September 2008 Birmingham, AL Hosted by UAB SCCPHP Spring Meeting April 2009 New Orleans, LA Hosted by Tulane SCCPHP A minimum of four conference calls will be held during the 2008-09 program year. Tulane and UAB will take turns hosting these conference calls.	
<b>Center Name</b>	Tulane University	
<b>Activity Name</b>	Presentation and Dissemination of New Findings - Joint activity with UAB	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The SCCPHP is committed to researching, testing and documenting effective preparedness professional and academic education methodologies and innovative content. Results and findings of these efforts will be submitted to professional meetings and conferences for presentation and poster sessions. In addition, manuscripts will be submitted to professional journals (e.g., Pubic Health Reports) for wide dissemination. All manuscripts, presentations, and poster sessions will undergo peer review to ensure that they are making a contribution to the preparedness literature.	
<b>Center Name</b>	Tulane University	
<b>Activity Name</b>	Learning Management System - Joint Activity with UAB SCCPHP	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The SCCPHP LMS has made it possible for the SCCPHP to offer its courses to a wider audience and process more enrollments. Because the 2008-09 year is focused on closeout, goals for the LMS are threefold: 1) To complete the Online Competency Assessment Tool (OCAT) by adding the interactive training component; 2) Combine trainings into a central location by converting SCCPHP webcasts developed in prior funding periods to the LMS; and 3) Continue provide 62+ trainings to the South Central Region and the nation. 1. Modify the Online Competency Assessment Tool (OCAT) to include the training component originally planned for this online needs assessment. The Tulane SCCPHP will be requesting carryover funds from Year 4 into Year 5 in order to dedicate staff time and resources to add this last level of functionality to the OCAT. Tulane staff will develop short training modules that will be available after participants answer a question incorrectly. The addition of the training component to the OCAT will require significant time in programming and troubleshooting by Tulane's Web Applications Analyst, Mr. Sushil Karampuri. Since the OCAT program was designed in-house, the training feature will be an add-on that must be integrated with both the OCAT and the LMS. Tulane staff will be needed to create short training vignettes and upload these trainings to the OCAT and troubleshoot any problems. 2. Combine trainings into a central location by converting SCCPHP	

webcasts developed in prior funding periods to the LMS - This is a separate activity in the Supportive Activity section. Currently there are over 20 webcasts that reside with the Alabama Department of Public Health because these programs were developed by the SCCPHP as live satellite broadcasts in prior years. The ADPH Communications studios has housed these webcasts on their web site however, it is the goal of the Center to provide these webcasts on the SCCPHP LMS in order to increase availability to our target audience and also so that we can group courses and webcasts that address similar topics. Tulane SCCPHP staff will be needed to convert the webcasts to the correct format, construct related materials such as syllabus, short quiz, etc., and to upload these trainings to the LMS. 3. Continue provide 62+ trainings to the South Central Region and the nation - During the 2008-09 year, the Tulane SCCPHP staff will continue to manage the day-to-day tasks associated with maintenance and upkeep of the LMS, and they will ensure that prior online courses developed by the SCCPHP (both Tulane and UAB) will be made available to our state and local partners, and the nation. In addition to the regular maintenance of registrations, enrollments, reporting, etc., the SCCPHP will continue to house storage servers at the Network Technology Group data center in Baton Rouge, Louisiana. This data center provides a significant level of reliability and security for the functioning of the SCCPHP LMS due to the threat of potential hurricanes or other emergencies. The data center provides multiple ISP lines to ensure optimal connectivity for LMS participants and is equipped with its own power generator to avoid potential down-time that was experienced during Hurricane Katrina. Costs associated with the data center and necessary equipment are shared by three other programs from the Tulane School of Public Health and Tropical Medicine.

<b>Center Name</b>	Tulane University
<b>Activity Name</b>	Overall Program Evaluation - Joint Activity with UAB SCCPHP
<b>Category</b>	Supportive Activity
<b>Description</b>	Dr. Sheila Chauvin will lead the overall program evaluation during the 2008-2009 project year. Dr. Chauvin has been involved in conducting the overall program evaluation component since the SCCPHP was established; thus, she brings not only a historical perspective, but has accumulated a rich longitudinal database for examining the lessons learned and insights that can be disseminated regarding consortium-based training initiatives, development at a regional level, and collaborative processes between multiple academic and practice partner agencies. Since the establishment of the SCCPHP, Dr. Chauvin has used a theoretical framework grounded in the work of Rogers (e.g., Diffusion of Innovation matrix) and Hall and Hord's Concerns Based Adoption Model (e.g., Stages of Concern component) to examine and document the various stages of change process and the individual and organizational features that influence adoption, implementation, and institutionalization. During the 2007-2008 project period, Dr. Chauvin began a retrospective analysis of the previous overall program evaluations conducted annually since the inception of the SCCPHP. Results to date of this longitudinal investigation have revealed some important observations of consortium development and effectiveness. These have been shared with the SCCPHP Advisory Board, project leaders, and staff. While consortia are increasingly being used in research and development and training initiatives, very little has been published in public health or other fields regarding how consortia are best formed, nurtured, and evaluated. In addition, very little has been published regarding any appropriate theoretical framework or strategies targeting consortium development specifically. During the 2008-2009 year, Dr. Chauvin will continue analysis of overall program evaluation data for the SCCPHP with particular attention to identifying insights and "lessons learned" from the SCCPHP experiences and ongoing stakeholder input regarding program effectiveness, change process, and strategies for effective consortium development. As indicated by her continuing data analysis, she will follow-up with key stakeholders, and disseminate relevant findings through appropriate peer-reviewed presentation and publication venues.
<b>Center Name</b>	Tulane University
<b>Activity Name</b>	South Central Partnership Electronic Newsletter - Joint activity with UAB
<b>Category</b>	Supportive Activity
<b>Description</b>	The SCCPHP will continue to produce a monthly electronic newsletter to highlight upcoming training opportunities to state partners and other participants. Each section provides current coverage of new and upcoming courses, conferences and other pertinent information. A quarterly preparedness feature article will be included in the e-announcement. Descriptions and direct links to all the highlighted material enhance accessibility and the sharing of the information. This monthly publication goes out to over 8,000 recipients and continues to be one of the most important ways to communicate with our audience and, additionally, it draws a large amount of traffic to the SCCPHP website. The newsletter is designed to: 1) increase participation in SCCPHP training opportunities, and thus improve the impact of such activities; and 2) increase communication and involvement of SCCPHP partners. Both goals ensure that education and training activities meet CDC's Draft Preparedness Goals. Mrs. Brandi Bordelon at Tulane SCCPHP will be in charge of the newsletter layout and dissemination. Ms. Valerie Yeager of the the UAB SCCPHP will be in charge of gathering information and writing the preparedness features. Mrs. Tammy Nix will link articles and other pertinent marketing to the webpage. Ms. Natasha Ptomey will gather information from SCCPHP staff to include in the newsletter.
<b>Center Name</b>	Tulane University

<b>Activity Name</b>	South Central Partnership Website - Joint activity with UAB SCCPHP
<b>Category</b>	Supportive Activity
<b>Description</b>	The SCCPHP website has become an increasingly invaluable tool and is integral to day-to-day operations of the Center. The website has been redesigned to make it increasingly efficient and user-friendly. Each conference, training activity, and educational program has an informational page which is linked to the main home page. In addition, all SCCPHP satellite broadcasts and preparedness minute videos are archived as webcasts and are accessible from our website training catalog. Another valuable feature is the "bulletin board" on the front page of the website that is continuously updated to provide quick links to register for upcoming events. The SCCPHP will continue to update its website with new educational offerings, resources, feature articles, and links to meet the needs and requests of our partner organizations and will strive to use innovative methods to improve usability. Mrs. Tammy Nix of UAB SCCPHP will ensure that website content stays up-to-date. At Tulane SCCPHP, Mrs. Brandi Bordelon will provide Mrs. Nix with current information on Tulane activities for the website.
<b>Center Name</b>	Tulane University
<b>Activity Name</b>	SCCPHP Certificate Program - Joint Activity with UAB SCCPHP
<b>Category</b>	Supportive Activity
<b>Description</b>	The SCCPHP introduced a Certificate Program during the 2007-08 project year using existing online courses. Due to the success of the program the SCCPHP will continue the current Certificate Program (First Responder Preparedness) and introduce two new certificate programs. The two new possible certificate programs include Environmental Health in Disasters and Bioterrorism Preparedness. Existing and new online courses will be tailored and grouped into curricula that meet the needs of our state partners. Each certificate will be composed of a series of approximately 5 online courses. Upon successful completion of all the prescribed courses, the student will receive a certificate of completion from the SCCPHP that recognizes the student has completed a concentration of courses about a specific subject in emergency preparedness. The certificate earned by the participating students will provide them with a comprehensive training in the specific content area. It should be noted that at this time the certificate will have no academic standing. The Certificate Program is being initiated as a way to help the workforce focus on areas in which they require further study. In addition, it will allow managers to know which members of their teams have achieved a level of expertise in relevant fields of preparedness. This structured training will prove helpful in both planning for and responding to public health disasters at the state and local level. The SCCPHP Certificate Program also provides incentive for public health employees to complete additional courses offered by the SCCPHP, expanding the employee's knowledge and skills in emergency preparedness. Participants who have already completed 2-3 courses in a particular subject may be motivated to complete additional courses in order to obtain a certificate. The certificate also provides supervisors with another opportunity to recognize achievements of employees and promote continuous learning.
<h2 style="text-align: center;">University of Alabama at Birmingham</h2> <p style="text-align: center;"><a href="#">Return to top ^</a></p> <h3>Education and Training Activity</h3>	
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Satellite Broadcast Preparedness Programs- Joint Activity with Tulane University
<b>Category</b>	Education and Training Activity
<b>Description</b>	The SCCPHP proposes to continue our satellite broadcasts with FIVE national satellite broadcasts (averaging 90 minutes each) presented over the 2008/2009 project period (three funded by UAB and two funded by Tulane). Terrorism and preparedness related-topics are identified by the SCCPHP state and local partners. These programs are broadcasts from the Video Communications Unit of the Alabama Department of Public Health. The Video Communications Unit provides production and uplink services for each program. Travel and the uplink costs are funded by the UAB SCCPHP and Tulane University SCCPHP. Dr. Josh Klapow, an investigator with the UAB SCCPHP, will serve as the moderator for broadcasts. Staff of UAB SCCPHP will work with broadcast presenters to identify learning objectives and assist with content and script development. Tulane SCCPHP will be responsible for developing evaluation instruments and analysis for both broadcasts. The first of our two satellite broadcast topics have been identified and are in the planning stages for the 2008-09 year, these are: - Psychological First Aid for Volunteers During Disasters (Dr. Josh Klapow) - Cross-border Collaboration During Disasters (Dr. Andy Rucks) The remaining satellite broadcast will be selected from a list of topics that have been identified by our Advisory Board.
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Preparedness Minutes: Preparedness Education Video Clips and Pod Casts

<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>In 2008-09 SCCPHP proposes to continue the preparedness minute project by developing and disseminating 4 new one-minute video clips that will be distributed to the public health workforce in the SCCPHP partner states through video emails, web casts, and pod casts. We will also redistribute previously developed Preparedness Minutes through the e-announcement. The Preparedness Minutes are designed to facilitate preparedness actions. Each clip will provide a set of simple actions that may be taken in order to prepare for emergencies. Topics will include actions for developing family plans for disasters, social distancing tips, and other preparedness-related cues and actions. The SCCPHP will solicit partner input to identify the most relevant and critical topics. Some of the videos will be reminders and some will provide new information to prompt individuals to take action to get prepared. Some topics may be appropriate for the general public and if partner health departments request broader public distribution, arrangements will be made with local television networks. Potential topics include: -Information for Relief Workers on Emotional Reactions to Human Bodies in Mass Death -Disaster Evacuee Mental Health and Care -Psychological Concerns After a Disaster: Tips for Medical Care Providers -Sustaining Effectiveness in First Responders During Disasters -Guidelines on Notifying Families of Dead or Missing Loved Ones -Funeral and Memorials: A Part of Recovery -Mental Health and Behavioral Guidelines for Response to a Pandemic Flu Outbreak -Stress Management for Parents During Disasters -Disaster Leadership Stress Management -Stress Management for Health Care Providers -Teachers Helping Students -Psychological First Aid: How You Can Support Well-Being in Disaster Victims -Shift Work During Disasters: Managing the Challenges of Disrupted Sleep Patterns and Extended Duty Hours Dr. Josh Klapow will be the lead investigator on this project. In addition to scheduled television and radio work with local media, Dr. Klapow has made a series of appearances during local and national emergencies. Most notable were appearances on the ABC, Fox and NBC affiliates in North Central Alabama during Hurricane Ivan. Dr. Klapow provided the public with strategies for dealing with the stress and anxiety of the looming hurricane. Dr. Klapow also made several appearances on both local television and radio following the events of September 11th. As part of his duties, Dr. Klapow will work with a local production company to produce the segments. Mr. Mike Poole will assist Dr. Klapow in developing scripts, producing the segments, and will be responsible for the marketing and dissemination of the broadcasts. .</p>
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Psychological First Aid for Volunteers Web-Based Preparedness Course
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>The importance of Psychological First Aid (PFA )for victims of a disaster as well as first responders has been well established. From the attacks of 9/11 to Hurricane Katrina, the psychological impact of a disaster often has far reaching and longstanding effects. While there is increasing attention paid to the psychological needs of victims and first responders, often during crisis these needs are not addressed or are deemphasized relative to physical and environmental needs. While there are several resources available for the general public and the public health workforce on the topic of Psychological First Aid, basic training in the foundations of PFA is crucial for anyone who may be called to respond in a disaster situation. It is critical to provide PFA training to individuals within and outside the mental health profession. To increase the reach of PFA training the SCCPHP proposes a PFA online course. By providing access to an online PFA course public health professionals and health care professionals with disaster response roles will have access to this important and highly generalizable skill. Building on the success of the face-to-face Psychological First Aid course that was offered during the 2007-2008 project period, the SCCPHP proposes to develop an online PFA course. We will utilize the materials and guidelines set forth by National Child Traumatic Stress Network and the National Center for PTSD. This content was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). The course instructor will be Dr. Joshua Klapow from the SCCPHP. Dr. Klapow is a licensed clinical psychologist and certified as a Disaster Mental Health Professional by the American Red Cross. Dr. Klapow teaches already teaches a course in Psychological First Aid for the University of Alabama at Birmingham, and is a frequent lecturer on the topic of PFA and first responder resiliency. Dr. Klapow will collaborate with Dr. Robin Gurwitsch from the University of Oklahoma Health Sciences Center and the Terrorism and Disaster Branch of the National Center for Child Traumatic Stress. Dr. Gurwitsch is one of the primary authors of the Second Edition of the Psychological First Aid Field Operations Guide. This guide will serve as the basis for the course. The PFA course content will include: a. Overview of Psychological First Aid b. PFA Core Strategies 1. Preparing to Deliver Psychological First Aid 2. Contact and Engagement 3. Safety and Comfort 4. Stabilization 5. Information Gathering: Current Needs and Concerns 6. Practical Assistance 7. Connection with Social Supports 8. Information on Coping 9. Links with Collaborative Services c. Individual PFA- Caring for Yourself During a Disaster a. Signs and symptoms of stress and burnout b. Recognizing destructive response patterns c. The basics of stress management and resiliency building The course will be self-paced and developed using SABA. The content will be adapted by December 31, 2008. Delivery will begin in January 2009 via the SCCPHP LMS. Nursing and Social Work CEUs will be provided, if approved, for this course.</p>
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Cross-Border Collaboration Web-Based Preparedness Course

<b>Category</b>	Education and Training Activity
<b>Description</b>	This course will use case simulations to examine possible cross-border public health response events. It will lead public health practitioners, first responders and first receivers through the necessary steps to effective cross-border collaboration. It will also include guides for establishing pre-event coordination with cross-border agencies, and will cover such subject matter as creating channels for successful communication and knowing what resources are available to collaborating agencies. The course will focus, too, on judicial standards, memorandums of understanding (MOU), and memorandums of agreement (MOA) needed for an effective response across state borders. The overarching goal of this course will be to assist those who may potentially be involved in cross-border response to develop action plans to bridge partner agencies for effective real-time collaboration.
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Delivery of Previously Developed Online Courses- Joint Project with Tulane University
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>This activity will fund the delivery of existing web-based preparedness courses developed during prior funding periods. Each course was developed based on needs assessments conducted with our state and local partners or based on specific partner requests. Our partners have requested that we make these courses available to employees who were unable to take the course when initially offered. The long-term goal for this activity is to make these web-based courses, as well as future courses, available to our partners through open enrollment, thus further ensuring that we meet the need for which each course was created. These courses feature lively presentation styles, hands-on exercises, additional resources, up-to-date topics and examples, and the chance to receive a certificate of completion upon receiving a passing grade on the course examination as well as CEUs for some courses. All of these courses are original and unique training opportunities for public health professionals. The resources required to offer these courses through the SCCPHP LMS are staff effort to update some courses on the LMS system; effort in monitoring course function in the LMS, and managing enrollees and troubleshooting user technical difficulties. Additional costs are storage server capacity for course content. These costs are expected to decrease each year as courses are converted to the LMS format and as automated functions are added to the LMS. For example, certificates of completion are now automatically generated. During the 2008-2009 project year, the SCCPHP plans to continue to offer the 65 courses that have been launched in the LMS, 39 were developed by the Tulane SCCPHP and 26 were developed by the UAB SCCPHP. The SCCPHP will continue to enroll participants in these courses and manage course registration, technical difficulties, and evaluation. The online courses offered by the SCCPHP developed during previous funding periods are as follows:</p> <p>Applied Epidemiology of Terrorist Events Biological Response Preparedness for Emergency Medical Services Bioterrorism Bioterrorism Preparedness: Factors for the Emergence/Reemergence of Infectious Diseases Bioterrorism Preparedness: Infectious Disease Epidemiology and Public Health Surveillance Bioterrorism Preparedness: Infectious Disease Prevention and Control Bioterrorism Preparedness: Infectious Disease Transmission Dynamics Bioterrorism Preparedness: Principles of Emerging Infectious Diseases Bioterrorism: The Agents Bioterrorism: The Public Health Threat Chemical Terrorism Chemical Terrorism Clinical Specimen Transport Communication Gap: Linking First Responders and First Receivers Community Needs Assessment Continuity of Operations Planning Core Functions and Essential Services Counterterrorism Incident Command Crisis Communication for Hospital Administrators Crisis Management Defense Against the Radiological Threat Environmental Epidemiology Environmental Health and Shelters Environmental Health Issues in Disasters Environmental Sampling and Monitoring in a Disaster Epi-Ready: Foodborne Illness Response Strategies Essentials of Designing and Evaluating Exercises and Drills to Enhance Public Health Emergency Preparedness Explosion and Blast Injury Food as an Effective Weapon of Terrorism Fundamentals of Health Risk Assessment in Public Health Guidelines and Standards for a WMD Response Health Disparities and Determinants of Health Historical Overview of Public Health Homeland Security: Defining Directives, Organization and Policies How to Manage Conflict so it Doesn't Manage You Implementing the National Strategy for Pandemic Influenza Improving Interpersonal Communications and Relationships Introduction to Disease Detection and Investigation Introduction to Human Health Risk Assessment Introduction to Points of Dispensing Leadership Management Communication Management of Radiological Casualties Mass Casualty Incident Triage Mass Casualty Medical Command Needs Assessment and Evaluation Negotiating Skills for Changing Times Pediatric Issues in Disasters and Emergencies Planning and Execution for Disaster Response Planning, Implementation and Exploitation of a Field Exercise Practice-based Scenarios for Recognition, Detection and Exposure Assessment of Chemical Terrorist Agents Preparedness, Public Health Policy and Law Preparing for a Chemical Terrorist Event Psychological Resiliency: Building Personal Resilience and Self-Reliance Public Health Emergency Law Public Health Preparedness and Leadership Public Health Programs and Infrastructure Recognition and Safe Handling of Chemical Terrorist Agents Risk Communication in Public Health Emergencies Tasting Biostatistics: An Introduction to Statistical Concepts Applied to Health Outcomes Terrorism, Risk Assessment and Homeland Defense The Terrorist Threat to Global Agriculture, Food and Water Supplies Understanding Emergency Public Health Risk Communication: Partners &amp; Preparedness Beyond the Public Health System Understanding Emergency Public Health Risk Communication: Resources &amp; Relationships Within the Public Health System Understanding Emergency Public Health Risk Communication: Working With &amp; Through The Mass Media To Reach</p>

The Public Using Risk Assessment in Chemical Emergencies to Protect Public Health Vectors of Disease in Disasters	
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Delivery of MPH Preparedness Management and Policy/DrPH Public Health Management Curriculum
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>Students have been admitted to the MPH in Emergency Preparedness Management and Policy and DrPH in Public Health Management (with a specialization in Emergency Preparedness) degree programs for fall of 2007. Faculty will work directly with designated personnel from partner departments of health and other partner agencies to teach and co-teach courses, develop innovative educational materials, provide guest lectures, present subject matter modules, facilitate class exercises and case studies, and contribute to lectures and other associated materials for these new MPH and DrPH courses. Students in the MPH in Preparedness Policy and Management track take 46-52 credit hours depending on prior experience. The work can generally be completed in two years or less. The MPH Core Courses consists of 19 credit hours. The Preparedness Core Courses consist of 12-15 hours and includes the following courses: HCO 604 Public Health Politics &amp; Policy HCO 670 Social &amp; Ethical Issues in Public Health HCO 607 Public Health Law HCO 640 Disaster &amp; Emergency Management HCO 641 Public Health Preparedness &amp; Response Policy Students are also required to complete 15 hours of specialized content which includes the following courses: ENV 610 Environmental Disasters EPI 605 Epidemiology of Infectious Diseases HCO 643 Communication Issues in Disaster Preparedness HCO 644 Community Preparedness Needs Assessment &amp; Evaluation One of: HCO 642 Prevention &amp; Response to Agroterrorism Events ENH 770 Advanced Topics in Environmental Disasters &amp; Public Health Students with no prior experience are also required to complete an internship in preparedness policy and management for 3 additional credit hours. During the 08/09 project period the SCCPHP will review and update (where necessary) the content of each of the courses that make up the MPH in Preparedness Policy and Management track. During the 08/09 project period the SCCPHP will review and update (where necessary) the content of each of the courses that make up the MPH in Preparedness Policy and Management track. Revised courses will be delivered beginning spring and summer semesters 2009.</p>
<b>Partner-Requested Activity</b>	
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Internships- Joint Activity with Tulane University
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	<p>South Central IMPACT (Interns and Mentors Program for ACTION) in Public Health Preparedness provides the structure through which states can present opportunities for internship projects and students can apply for internships across the region. IMPACT's mission is to provide both students and states with the highest quality experiences and to attract students to public health. Public health agencies in Alabama, Arkansas, Louisiana and Mississippi will design and propose internship projects in the area of public health preparedness. A committee made up of faculty and staff representing the participating schools and the SCCPHP will ensure that the projects proposed by the states provide significant learning opportunities for the students. Students will apply through their schools for the internship opportunity of interest. The committee will then meet to match students with projects. These matches will be sent to the proposing agency where they will interview students and select an intern. Students will work on-site for 12 weeks for a stipend of \$5,625. This is a joint project between UAB SCCPHP and Tulane University SCCPHP. The UAB SCCPHP proposes to fund 2 intern positions and Tulane will now fund a total of 7 intern positions utilizing carryover funds. UAB will manage the placement of all 9 interns. Mrs. Crystal Jenkins at UAB SCCPHP will take the lead role in managing the IMPACT program. She will work with each state in developing project proposals, coordinating the application process, submitting applications for review by the Internship Development Committee, answering questions from students, notifying students of internship awards, coordinating payment to interns and the follow-up evaluations. At Tulane SCCPHP, Dr. Maya Begalieva will be responsible for ensuring Tulane SPHTM students apply for internship positions. She will be responsible for advertising the internship opportunities to students, answering questions about the program, and she will serve as a member of the Internship Development Committee. Also, Mr. Tom Augustson will assist with some Tulane related activities such as coordinating payment of Tulane interns. Response to CDC Draft Preparedness Goals depends upon the specific internship designed by the state preceptors.</p>
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Online Competency Assessment Tool- Joint Activity with Tulane University
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	<p>Over the past three project years the SCCPHP developed an Online Competency Assessment Tool (OCAT) to identify job specific public health emergency response competencies in the Center's region. To date, facets of the OCAT have been developed for public health nurses, social workers, and environmentalists. Preliminary data has been collected and validation efforts to test the tool's effectiveness have been conducted. For the 2008-09 project year, the Center will</p>

continue to test the utility of the OCAT. Stringent validation of the tool via assessment and feedback of results will be conducted. This will ensure that the tool is as accurate and reliable as possible. Last year, by using the OCAT, the Center provided baseline evidence of competency based emergency preparedness across the South Central Center's region for several public health job categories. This year, the Center will be able to identify future training priorities for both the Center and our state partners. This assessment will serve as a benchmark for future public health emergency preparedness competency assessment, allowing the Center to demonstrate job specific emergency preparedness training impact by State, region, or locality on a longitudinal basis. Dr. Lisle Hites will continue to lead development of the OCAT. During the 2008-09 year he will monitor partner use of the tool, collect feedback and modify and expand the existing Public Health Response roles of Nurse, Social Worker, and Environmentalist. Additionally, during the 2007-08 year, the Center plans to build in the last piece of the OCAT by including a training component. The SCCPHP plans to add short training vignettes to each scenario that will explain why one answer is better than the others and help the participant to improve their response competency as opposed to just testing it. The end result will be an Online Competency Assessment and Training Tool (OCATT) that will allow public health responders (for now, limited to Nurses), to not only test PHEP competencies, but also to train on specific competency weaknesses and not be burdened by training on content that is already possessed by the responder. The SCCPHP requested to use carryover funds from Year 4 to fund the training element in the 2008-09 year as follows: Stage 1 completed by 1/31/2009: 1) Develop and refine overall project: develop information gathering plan and techniques and generate necessary forms/survey instruments; 2) Technical updates to OCAT functionality for OCATT. Stage 2 completed by 2/15/2009: 1) Process each survey question/item and determine "Why" for each response; 2) Pilot test the OCATT's new functionality. Stage 3 completed by 2/28/2009: Make any changes/additions to response options (integrate content changes) Stage 4 completed by 3/30/2009: 1) Craft explanations and changes into messages/scripts; 2) Verify content and make changes as necessary (especially check for ICS compliance). Stage 5 completed by 4/30/09: 1) Generate vignettes (written, oral, and video); 2) Film, record, and process vignettes; 3) Upload content to the LMS and verify content and function. Stage 6 completed by 7/31/2009: 1) Test, launch and collect data; 2) Develop and deliver follow-up survey for OCATT; 3) Collect results from OCATT use and feedback survey and develop final report for project. The OCAT is available as part of the SCCPHP Learning Management System (LMS) located on the web at: <http://lms.southcentralpartnership.org>. The OCAT is accessed by participants once they register and establish a profile in the LMS. Participants who select the job role of Nurse, Environmental Health Specialist or Social Worker are provided with a series of situation based questions that measure decision making quality to help identify training needs for the preparedness competencies most salient to their job role.

### Supportive Activity

**Center Name**

University of Alabama at Birmingham

**Activity Name**

Maintaining the Learning Management System- Joint Activity with Tulane University

**Category**

Supportive Activity

**Description**

The SCCPHP Learning Management System (LMS) is a core component of the Center's distance learning activities and it is equally used by both Tulane and UAB SCCPHP to deliver their online training. The SCCPHP LMS continues to be an important resource of distance learning for the public health workforce, both in the southern region and also nationally. At the midpoint of the 2007-08 year the SCCPHP has added 14 additional preparedness courses bringing the total number of courses offered by the SCCPHP LMS to 62. Activities for 2008-2009: The SCCPHP LMS has made it possible for the SCCPHP to offer its courses to a wider audience and process more enrollments. Because the 2008-09 year is focused on closeout, goals for the LMS are threefold: 1) To complete the Online Competency Assessment Tool (OCATT) by adding the interactive training component; 2) Combine trainings into a central location by converting SCCPHP webcasts developed in prior funding periods to the LMS; and 3) Continue provide 62+ trainings to the South Central Region and the nation. 1. Complete the Online Competency Assessment and Training Tool (OCATT) - This is a separate activity in the Partner Requested Activity section. The addition of the training component to the OCATT will require significant time in programming and troubleshooting by Tulane's Web Applications Analyst, Mr. Sushil Karampuri. Since the OCATT is a custom designed software program, the training feature will be an add-on that must be integrated with both the OCATT and the LMS. Tulane staff will be needed to create short training vignettes and upload these trainings to the OCATT and troubleshoot any problems. 2. Combine trainings into a central location by converting SCCPHP webcasts developed in prior funding periods to the LMS - This is a separate activity in the Supportive Activity section. Currently there are over 20 webcasts that reside with the Alabama Department of Public Health because these programs were developed by the SCCPHP as live satellite broadcasts in prior years. The ADPH Communications studios has housed these webcasts on their web site however, it is the goal of the Center to provide these webcasts on the SCCPHP LMS in order to increase availability to our target audience and also so that we can group courses and webcasts that address similar topics. Tulane SCCPHP staff will be needed to convert the webcasts to the correct format, construct related materials such as syllabus, short quiz, etc., and to upload these trainings to the LMS. 3. Continue provide 62+ trainings to the South Central Region and the nation - During the 2008-09 year, the Tulane SCCPHP staff will continue to manage the day-to-day tasks associated with maintenance and

upkeep of the LMS, and they will ensure that prior online courses developed by the SCCPHP (both Tulane and UAB) will be made available to our state and local partners, and the nation. In addition to the regular maintenance of registrations, enrollments, reporting, etc., the SCCPHP will continue to house storage servers at the Network Technology Group data center in Baton Rouge, Louisiana. This data center provides a significant level of reliability and security for the functioning of the SCCPHP LMS due to the threat of potential hurricanes or other emergencies. The data center provides multiple ISP lines to ensure optimal connectivity for LMS participants and is equipped with its own power generator to avoid potential down-time that was experienced during Hurricane Katrina. Costs associated with the data center and necessary equipment are shared by three other programs from the Tulane School of Public Health.

<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	South Central Partnership Electronic Newsletter - Joint activity with Tulane University
<b>Category</b>	Supportive Activity
<b>Description</b>	The SCCPHP will continue to produce a monthly electronic newsletter to highlight upcoming training opportunities to state partners and other participants. Each section provides current coverage of new and upcoming courses, conferences and other pertinent information. A quarterly preparedness feature article will be included in the e-announcement. Descriptions and direct links to all the highlighted material enhance accessibility and the sharing of the information. This monthly publication goes out to over 8,000 recipients and continues to be one of the most important ways to communicate with our audience and, additionally, it draws a large amount of traffic to the SCCPHP website. The newsletter is designed to: 1) increase participation in SCCPHP training opportunities, and thus improve the impact of such activities; and 2) increase communication and involvement of SCCPHP partners. Both goals ensure that education and training activities meet CDC's Draft Preparedness Goals. Mrs. Brandi Bordelon at Tulane SCCPHP will be in charge of the newsletter layout and dissemination. Ms. Valerie Yeager of the the UAB SCCPHP will be in charge of gathering information and writing the preparedness features. Mrs. Tammy Nix will link articles and other pertinent marketing to the webpage. Ms. Natasha Ptomey will gather information from SCCPHP staff to include in the newsletter.
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	South Central Partnership Website - Joint activity with Tulane University
<b>Category</b>	Supportive Activity
<b>Description</b>	The SCCPHP website has become an increasingly invaluable tool and is integral to day-to-day operations of the Center. The website has been redesigned to make it increasingly efficient and user-friendly. Each conference, training activity, and educational program has an informational page which is linked to the main home page. In addition, all SCCPHP satellite broadcasts and preparedness minute videos are archived as webcasts and are accessible from our website training catalog. Another valuable feature is the "bulletin board" on the front page of the website that is continuously updated to provide quick links to register for upcoming events. The SCCPHP will continue to update its website with new educational offerings, resources, feature articles, and links to meet the needs and requests of our partner organizations and will strive to use innovative methods to improve usability. Ms. Tammy Nix of UAB SCCPHP will ensure that website content stays up-to-date. At Tulane SCCPHP, Ms. Brandi Bordelon will provide Ms. Nix with current information on Tulane activities for the website.
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Convening SCCPHP State and Local Partners- Joint Activity with Tulane University
<b>Category</b>	Supportive Activity
<b>Description</b>	The SCCPHP will hold two meetings of the SCCPHP Advisory Board during the 08-09 project year and conference calls in between the face-to-face meetings. The purpose of the conference calls and the biannual face-to-face meetings are to discuss the educational and training needs of our practice partners, to obtain feedback from practice partners on the direction and implementation of the SCCPHP projects, all of which ensure that the end results of SCCPHP projects meet partner needs. These meetings and calls allow our partners to be engaged in SCCPHP activities. They update our partners about new SCCPHP products as they are ready for delivery and allow us to gather input for how to best market and deliver these products in their states. Projected dates and locations for these meetings are as follows: Fall Meeting September 2008 Birmingham, AL Hosted by UAB SCCPHP Spring Meeting April 2009 New Orleans, LA Hosted by Tulane SCCPHP A minimum of four conference calls will be held during the 2008-09 program year. Tulane and UAB will take turns hosting these conference calls.
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Presentation and Dissemination of New Findings
<b>Category</b>	Supportive Activity
<b>Description</b>	The SCCPHP is committed to researching, testing and documenting effective preparedness professional and academic education methodologies and innovative content. Results and findings of these efforts will be submitted to professional meetings and conferences for presentation and poster sessions. In addition,

manuscripts will be submitted to professional journals (e.g., Public Health Reports) for wide dissemination. All manuscripts, presentations, and poster sessions will undergo peer review to ensure that they are making a contribution to the preparedness literature. The SCCPHP is committed to reviewing, evaluating and documenting effective preparedness professional and academic education methodologies and innovative content. Information gained from these efforts will be submitted to professional meetings and conferences for presentation and poster sessions. In addition, manuscripts will be submitted to professional journals (e.g., Public Health Reports) for wide dissemination. All manuscripts, presentations, and poster sessions will undergo peer review to ensure that they are making a contribution to the preparedness literature. The UAB SCCPHP requests additional effort support for our faculty and staff for this activity, as well as additional travel funds for UAB staff with accepted presentations to attend the 2009 Preparedness Summit in San Diego, CA.

<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Convert Previously Developed Webcast Programs to SCCPHP LMS - Joint Activity with Tulane SCCPHP
<b>Category</b>	Supportive Activity
<b>Description</b>	During the 2008-09 year, Tulane SCCPHP will take the lead in converting webcasts developed during prior funding periods. These webcasts were first delivered as live satellite broadcasts during the past four years and the archived webcasts currently reside on the website of our state partner that hosts these programs, the Alabama Department of Public Health. During the 2008-09 year, these webcasts will be packaged so that they are able to function as mini-courses and they will be added to the SCCPHP LMS. By providing the webcasts on the LMS, the SCCPHP will make these trainings more available to our target audience and this will enable the Center to more effectively group courses and webcasts that address similar topics. Tulane SCCPHP staff will be needed to convert the webcasts to the correct format, construct related materials such as syllabus, short quiz, etc., and to upload these trainings to the LMS. Staff from UAB SCCPHP will assist in gathering the necessary information for webcasts that they sponsored. Five webcasts will be converted and placed on the SCCPHP LMS.
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	Overall Program Evaluation - Joint Activity with Tulane University
<b>Category</b>	Supportive Activity
<b>Description</b>	Dr. Sheila Chauvin will lead the overall program evaluation during the 2008-2009 project year. Dr. Chauvin has been involved in conducting the overall program evaluation component since the SCCPHP was established; thus, she brings not only a historical perspective, but has accumulated a rich longitudinal database for examining the lessons learned and insights that can be disseminated regarding consortium-based training initiatives, development at a regional level, and collaborative processes between multiple academic and practice partner agencies. Since the establishment of the SCCPHP, Dr. Chauvin has used a theoretical framework grounded in the work of Rogers (e.g., Diffusion of Innovation matrix) and Hall and Hord's Concerns Based Adoption Model (e.g., Stages of Concern component) to examine and document the various stages of change process and the individual and organizational features that influence adoption, implementation, and institutionalization. During the 2007-2008 project period, Dr. Chauvin began a retrospective analysis of the previous overall program evaluations conducted annually since the inception of the SCCPHP. Results to date of this longitudinal investigation have revealed some important observations of consortium development and effectiveness. These have been shared with the SCCPHP Advisory Board, project leaders, and staff. While consortia are increasingly being used in research and development and training initiatives, very little has been published in public health or other fields regarding how consortia are best formed, nurtured, and evaluated. In addition, very little has been published regarding any appropriate theoretical framework or strategies targeting consortium development specifically. During the 2008-2009 year, Dr. Chauvin will continue analysis of overall program evaluation data for the SCCPHP with particular attention to identifying insights and "lessons learned" from the SCCPHP experiences and ongoing stakeholder input regarding program effectiveness, change process, and strategies for effective consortium development. As indicated by her continuing data analysis, she will follow-up with key stakeholders, and disseminate relevant findings through appropriate peer-reviewed presentation and publication venues.
<b>Center Name</b>	University of Alabama at Birmingham
<b>Activity Name</b>	SCCPHP Certificate Program - Joint Activity with Tulane University
<b>Category</b>	Supportive Activity
<b>Description</b>	The SCCPHP introduced a Certificate Program during the 2007-08 project year using existing online courses. Due to the success of the program the SCCPHP will continue the current Certificate Program (First Responder Preparedness) and introduce two new certificate programs. The two new possible certificate programs include Environmental Health in Disasters and Bioterrorism Preparedness. Existing and new online courses will be tailored and grouped into curricula that meet the needs of our state partners. Each certificate will be composed of a series of approximately 5 online courses. Upon successful completion of all the prescribed courses, the student will receive a certificate of completion from the SCCPHP that recognizes the student has completed a

concentration of courses about a specific subject in emergency preparedness. The certificate earned by the participating students will provide them with a comprehensive training in the specific content area. It should be noted that at this time the certificate will have no academic standing. The Certificate Program is being initiated as a way to help the workforce focus on areas in which they require further study. In addition, it will allow managers to know which members of their teams have achieved a level of expertise in relevant fields of preparedness. This structured training will prove helpful in both planning for and responding to public health disasters at the state and local level. The SCCPHP Certificate Program also provides incentive for public health employees to complete additional courses offered by the SCCPHP, expanding the employee's knowledge and skills in emergency preparedness. Participants who have already completed 2-3 courses in a particular subject may be motivated to complete additional courses in order to obtain a certificate. The certificate also provides supervisors with another opportunity to recognize achievements of employees and promote continuous learning.

## University of Albany, SUNY

[Return to top ^](#)

### Education and Training Activity

**Center Name** University of Albany, SUNY  
**Activity Name** Web-based Course Completion (started in BP4)  
**Category** Education and Training Activity  
**Description** The Center plans to continue development, pilot and release of four web-based courses started in the BP4 program year: o Emergency Animal Sheltering\* (projected date of completion: October 2008) o Personal Care for Emergency Responders\* (January 2009) o Special Needs Shelters (February 2009) o POD Management and Strategic National Stockpile (As outlined in the BP4 mid-year report - the Center recently learned about NY State DOH partners' efforts to date to create a course with similar content. Discussions are currently underway to determine best approach to jointly develop content and successfully launch course in coming year. Please see end of year report for update). \* courses originally proposed and partially developed in partnership with the ASPR-funded New York Consortium for Emergency Preparedness Continuing Education (NYCEPCE) during the BP4 program year. Because NYCEPCE funding ends as of August 31, 2008, the Center plans to work independently to complete these projects as previously planned. Depending on the topic, new material will be developed or existing material will be adapted for an effective interactive learning experience. As with prior web-based course development, the Center will work with subject matter experts to develop and/or review content and pilot-test for functionality purposes. The Center will continue to utilize the technological expertise of PDP personnel (see partner description below). Additional modules for existing courses will be created if funding allows and needs arise.

**Center Name** University of Albany, SUNY  
**Activity Name** Web-based Coursework Support and Maintenance  
**Category** Education and Training Activity  
**Description** We intend to review existing interactive web-based coursework (developed by the Center in previous years) and to post revisions, as necessary, to ensure continued relevance and accuracy. The fifteen existing courses include: o Basic Emergency Preparedness for Staff of Community Health Facilities o Community Animal Response Team (CART) Orientation o County Animal Response Team (CART) o Detecting Bioterror (Forensic Epidemiology) o Emergency Preparedness Training for Hospital Clinicians o HazMat Transportation Incidents: Using the Emergency Response Guidebook o Emergency Preparedness Training for Hospital Clinicians o Mass Dispensing for Community Leaders o Nuclear Terrorism: Pathways & Prevention o Personal Preparedness o Preparedness & Community Response to Pandemics o Terrorism, Preparedness and Public Health: An Introduction o Working in a Point of Dispensing (POD) o Your Family Disaster Plan o Zoonosis, Preparedness & Public Health Though the Center was instrumental in the development of both the Field Epi and Microbiology courses, they are educational tools developed primarily for University at Albany SPH Continuing Education programs. The Center provides server space only to support these courses managed and updated by Continuing Education staff.

**Center Name** University of Albany, SUNY  
**Activity Name** Preparedness Grand Rounds Series (formerly BP4 Activity 432: Monthly Preparedness Broadcast/Webcast Series)  
**Category** Education and Training Activity  
**Description** The Center is currently exploring most cost-effective way to sustain the previously entitled Monthly Preparedness Broadcast/Webcast Series (formerly BP4 Activity 432). Therefore, as needs arise and funding allows, the Center plans to produce a minimum of one and up to five satellite broadcasts and/or webcasts during the BP5 program year. Specifically, the Center will co-sponsor a second satellite broadcast with NACCHO highlighting tools and resources developed by the Advanced Practice Center Network (first co-sponsored broadcast aired in May

2007) and a third annual broadcast with the Western New York Public Health Alliance on a topic to be determined. Potential other co-sponsors include the University at Albany School of Public Health Continuing Education (also facing budget cuts); Upper Midwest Center for Public Health Preparedness and the USA Center for Rural Public Health Preparedness at the Texas A&M Health Science Center School of Rural Public Health. Additional other programs may involve live, local presentations and/or pretaped programs disseminated in webstream and DVD formats only (e.g., segment on Vulnerable Populations in August 2008 Extreme Events III program co-sponsored by the Northeast Public Health Leadership Institute and NYCEPCE). It is anticipated that the truncated season will include seven monthly programs between October 2008 through April 2009. The satellite broadcast/s will be produced by/aired from a professional television studio (New York Network) and our partners at the Upper Midwest CPHP will continue to provide the technology and staff resources necessary to offer live webstreaming when possible. The UAlbany Center will provide ongoing access to archived videostream and transcription file/s through its website, and copies of the program/s in DVD format will be available for purchase through the Public Health Foundation (see corresponding letter of support). In addition, the Center is currently finalizing plans to convert BP4 programs into podcast format to further extend reach in the future. CEUs will be available to viewers who complete the corresponding program evaluation and post-test.

<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	Academic Course: Related to Preparedness Grand Round Series
<b>Category</b>	Education and Training Activity
<b>Description</b>	In its fourth year of offering, this three-credit course will be reformatted (due to reduced funding), but will continue to utilize the expertise of guest speakers featured in the preparedness grand round series. Guest speakers will join a live audience of registered students, faculty and interested others at the University at Albany School of Public Health for an in depth discussion in a classroom setting. The majority of guest speakers will be senior public health practitioners and/or senior faculty from other academic institutions. Though the course spans two semesters, attendance is required only once per month. This format benefits working professionals who often find it challenging to meet requirements of more traditional classes which most commonly meet on a weekly basis. This course is required of students pursuing the Certificate Program in Public Health Surveillance and Preparedness, and is available as an elective to students enrolled in the MPH program. The course will follow the format and content established for the Preparedness Grand Rounds Series described above. Whereas in the past the Center produced monthly broadcasts, multiple modes of delivery will be utilized in the BP5 program year for cost-saving purposes, including a minimum of one and up to five satellite broadcasts and/or webcasts; live presentations or panel events at the UA SPH; and/or pretaped programs available in archived webstream and/or DVD formats (e.g., segment on Vulnerable Populations in August 2008 Extreme Events III program co-sponsored by the Northeast Public Health Leadership Institute and the NY Consortium for Emergency Preparedness Continuing Education). As in BP4, the truncated season will include seven monthly programs: October 2008 through April 2009.
<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	Academic Course: Emergency Preparedness from the Public Health Perspective
<b>Category</b>	Education and Training Activity
<b>Description</b>	The fifth offering of this three credit graduate level online course serves as an introduction to the knowledge, skills and competencies needed by public health professionals to work effectively in emergency situations, particularly related to terrorism. It will be taught by University at Albany School of Public Health/Center faculty and staff in Spring Semester 2009. Management of this course will require a significant portion of the designated Center faculty and staff member to keep up with lectures, review student assignments, keep office hours and correspond with students.
<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	No name
<b>Category</b>	Education and Training Activity
<b>Description</b>	-
<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	Veterinarian Training - Foreign and Emerging Animal Disease
<b>Category</b>	Education and Training Activity
<b>Description</b>	-
<b>Partner-Requested Activity</b>	
<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	Technical Assistance Provision to Local Health Departments Related to Drills & Exercises
<b>Category</b>	Partner-Requested Activity

<b>Description</b>	<p>UAlbany CPHP staff will provide technical assistance related to drills and exercises for local health departments, hospitals and health-related associations across upstate New York as State deliverables are released, real-time needs arise and funding allows in the coming year. The specific number and content of exercises the Center will run or assist with depends primarily upon the 2008-09 NYS DOH-issued deliverables for local health departments which have yet to be released. Level of assistance can range from consulting on exercise design and operations, to providing a full evaluation team and after-action report. All exercises will continue to reinforce the appropriate national standards for preparedness activities, exercise design, and evaluation (specifically, NIMS, HSEEP, and the Bioterrorism and Emergency Readiness Competencies for All Public Health Workers). Although the local health departments typically initiate collaboration, the Center will be proactive in its efforts to provide assistance in the coming year. After release of the NYSDOH deliverables, discussions between Center and health department representatives will be held to clarify needs, objectives and potential roles for both parties. We anticipate the majority of drills and exercises will focus on mass dispensing and radiation events. The need to disseminate the seasonal flu vaccine and to meet related NYS-DOH-objectives will undoubtedly continue (i.e., to practice the mass distribution of vaccines, volunteer alert system and use of the Clinic Data Management System; to gather POD time-study data; and to assess the accuracy of the mass vaccination clinic staffing needs model provided by the CDC). The Center will also continue to update and populate its web-based Resource Center (PIN@A: <a href="http://www.ualbanycphp.org/pinata/">http://www.ualbanycphp.org/pinata/</a>) with useful materials, reports and forms to assist the local health departments in their drills and exercise-related efforts, including the Center-developed evaluation forms for POD staff and clients. As Center staffing levels and schedules allow, we will also provide assistance in compiling completed evaluation forms from the counties, entering data and issuing subsequent reports.</p>
<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	Graduate Student Internship/s
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	<p>In addition to hiring up to three graduate student assistants to support marketing, evaluation, and training planning efforts (employed during the BP4 program year), the Center hopes to support at least one student intern during the upcoming program year and will actively explore alternate funding sources to pay the student/s assigned. The Center is also committed to assist in the mutually beneficial process of student intern placements at local departments of health in the Capital District Area. The internship goals include a written report and a presentation to faculty and students at the UA SPH. Publication in a peer-reviewed journal or presenting at a national conference or meeting will be strongly encouraged, but not required. Depending on the topic, the internship will satisfy academic requirements of the appropriate UA SPH department. Successful completion of these internships will simultaneously satisfy academic requirements and support public health research and efforts at the state and local health department levels and at the Center. The Center has also held preliminary conversations with representatives from the Albany College of Pharmacy about a collaborative internship project to explore issues related to the role of pharmacists in public health emergencies.</p>
<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	Technical Assistance Provision to New Hampshire DOH
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	<p>After being approached at the Preparedness Summit in February 2008, the Center has engaged in conversations with the State of New Hampshire Department of Health &amp; Human Services to provide technical assistance to assess and strengthen their disaster planning and preparedness training efforts. Initial discussions with the preparedness educator and his supervisor have led to preliminary plans to conduct a needs assessment (based on instrument developed for Vermont DOH in 2005) which may influence training plans focusing on developing their Medical Reserve Corps (MRC). Release of Federal guidance to the States will further influence training needs and plans.</p>
<b>Supportive Activity</b>	
<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	Participation in NYS Capital District Regional BT Coordinators Committee
<b>Category</b>	Supportive Activity
<b>Description</b>	<p>The Center plans to participate in the monthly meetings of the New York State Capital District Regional Bioterrorism Coordinators Committee to share news of current and upcoming activities; discuss training needs; share lessons learned from recent drills and discuss possible solutions to common programmatic and policy problems experienced at the local and state level; enhance collaboration in general; and reduce duplication of efforts related to public health emergency preparedness. The group will maintain regular contact between meetings via a secure online discussion forum hosted on the New York Health Providers Network (HPN) and via email. The group (comprised of 17 local health department bioterrorism coordinators, as well as representatives from the ASPR-funded, hospital-based Regional Resource Center for Disaster and Emergency Preparedness based at the Albany Medical Center) has proven to be one of the most valuable local networks for the Center. The Center develops and maintains strong working relationships with key partners, stays abreast of their current</p>

	needs and keeps the 17 participating county health departments aware of available resources and learning opportunities at the Center and across the CPHP network. These face-to-face discussions with local partners compliment the Centers more standardized needs assessments and data collection activities (e.g., surveys and pilot testing of online courses) which may not address sensitive or subtle issues more easily drawn out in conversation or group discussions. [The Center is also committed to assisting any future City Readiness Initiative efforts in the future, though State guidance has not yet been released nor deliverables defined.]	
<b>Center Name</b>	University of Albany, SUNY	
<b>Activity Name</b>	Maintenance of the Preparedness Information Network at Albany (PIN@A)	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The Center offers online access to a collection of reports, presentations, articles and links (to other sites and resources) which address various topics in public health preparedness. Center staff refer to these same resources when questions about pandemic flu, college and university pandemic influenza planning and other subjects related to public health emergency preparedness arise. Future topics to be added include radiological emergency planning and zoonotic disease preparedness. The PIN@A pages received 46,240 hits between September 1, 2007 and May 20, 2008.	
<b>Center Name</b>	University of Albany, SUNY	
<b>Activity Name</b>	Presentation of CPHP Work	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Participation in NYS-based meetings and events provides Center staff invaluable opportunities to network face-to-face, share knowledge and expertise with agency partners, learn about recent emergencies affecting the area, improve coordination between the various state and federal preparedness grants and programs and participate more actively in the emergency preparedness and response practice community. Specific activities anticipated in the coming program year are expected to include: Coordinating with other federal preparedness grant-funded activities: o Regular meetings with representatives from the Columbia CPHP and NYS DOH Preparedness Office to discuss collaborative efforts related to preparedness training across NYS (e.g., attending bi-monthly NYS DOH Subject Matter Leads meetings for senior DOH officials to keep abreast of pertinent emergency preparedness issues and events) o Participation in the Western New York Public Health Alliance Rural Advanced Practice Center (The Alliance) meetings. The group is comprised of commissioners and directors of eight county health departments in the Western New York region. (The Alliance and Center are part of the NACCHO-sponsored Advanced Practice Center.) Increasing awareness of emergency preparedness: o Presentation on Emergency Preparedness/BT for Albany College of Pharmacy continuing education program. Audience to include pharmacists from various practice settings (e.g., hospital and community) in November 2008. o Presentation on personal preparedness for participants in the Northeast Regional Public Health Leadership Institute (NEPHLI) Center Participating in local emergency planning by request. o By request and as staff time and funding allows, the Center will provide basic program evaluation support (i.e., evaluation tool development, analysis and report generation) for interested partners. For example, the Center developed the daily evaluation for the first DOH-sponsored week-long basic training course for new infection prevention practitioners in May 2008. The president of the New York State Association for Professionals in Infection Control & Epidemiology (NYS APIC) has provided enthusiastic feedback regarding the process to date, as well as interest in similar collaboration in the upcoming program year.	
<b>Center Name</b>	University of Albany, SUNY	
<b>Activity Name</b>	Salary Support for New York State Department of Health Distance Learning Professional	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Until our State DOH partners secure additional funding, the Center will provide partial salary support for one NYS Distance Learning (LHS DL) professional to further unify and enhance State and Center efforts to promote and disseminate public health emergency preparedness-related educational information and opportunities across upstate New York. This partnership also supports the implementation of a mutually beneficial learning management system which is currently in the pilot phase and will become fully functional in the coming year. All efforts of the LHS DL staff focus on streamlining the notification and registration processes for local health department personnel interested in or required to participate in emergency preparedness-related trainings and programs. They provide technical assistance to ensure State and local employee ease of access to online courses and archived broadcasts.	
<b>Center Name</b>	University of Albany, SUNY	
<b>Activity Name</b>	Primary Care Physician Survey	
<b>Category</b>	Supportive Activity	
<b>Description</b>	-	

<b>Center Name</b>	University of Albany, SUNY
<b>Activity Name</b>	Web-based Course Usability Study
<b>Category</b>	Supportive Activity
<b>Description</b>	-

---

**University of Arizona**  
[Return to top ^](#)

<b>Education and Training Activity</b>	
<b>Center Name</b>	University of Arizona
<b>Activity Name</b>	Public Health Readiness Certificates
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>*NOTE: CURRICULUM FOR THIS PROJECT IS ALREADY DEVELOPED* This proposed activity is to establish five mini certificates based on existng curriculum that was developed for the Basic Certificate in Public Health Preparedness. Based on our state wide partners the AzC PHP has learned that the entire certificate program offered by AzC PHP is very comprehensive but requires a time commitment beyond what our PH professionals are able to committ to. Our partners have benefited from the materials in the currently offered curriculum, however often times they don't complete the entire certificate program because 1) they don't have the time or 2) they are only interested in completing modules that are pertinent to their role or 3) complete the modules that are related. This trend and partner need has prompted the AzC PHP staff to think innovatively and establish the "Public Health Readiness Certificates". The goal is to package the existing developed curriculum (from the Basic Certificate Program and Epidemiology Series) into manageable certificates, related in topics, that would comprise 4-5 online training modules. The following are the compositions of the certificates that would be delivered online: EPIDEMIOLOGY CERTIFICATE: 1) Introduction to PH Preparedness 2) Epidemiology for Preparedness 3) Outbreak Epidemiology 4) Epidemiology of Biological, Chemical, and Radiological Incidents 5) Environmental Health Aspects of Disasters MASS CARE CERTIFICATE: 1) Introduction to PH Preparedness 2) Volunteer Management 3) Mass Casualty 4) Evacuation and Shelter 5) Mass Fatality MENTAL HEALTH CERTIFICATE: 1) Introduction to PH Preparedness 2) Special Populations 3) Crisis and Emergency Risk Communications 4) Disaster Mental Health MEDICAL COUNTERMEASURES CERTIFICATE: 1) Introduction to PH Preparedness 2) Mass Prophylaxis 3) Strategic National Stockpile 4) Isolation &amp; Quarantine EMERGENCY MANAGEMENT CERTIFICATE: 1) Introduction to PH Preparedness 2) All-Hazards Emergency Response Plans 3) Risk Assessment/Hazard Vulnerability 4) Emergency Operations Center Management 5) Continuity of Operations The advantage to packaging the modules in this format will allow the AzC PHP team to enhace the curriculum with more video, voice over, and other technology.</p>

---

<b>Center Name</b>	University of Arizona
<b>Activity Name</b>	Continuation Program-Student Aid for Field Epidemiology Response
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>This course is designed to give public health &amp; epidemiology graduate students "real world" experience in working in public health and to expose them to local and state public health issues. The course will cover all the basics of outbreak investigations as run by state and county health departments in Arizona. While the main focus will be on communicable diseases, many of the topics covered will be applicable to most disease investigations. Training will occur both at the university and off-site at state and county health department offices.</p>

---

<b>Center Name</b>	University of Arizona
<b>Activity Name</b>	Continuation Activity- Dine Community College Tribal Subcontract
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>Last budget period for Dine College was dedicated to the training of Community Health Representatives and other Tribal PH staff. The Dine College team did not have the opportunity to adapt the curriculum in the Epidemiology Series, that was developed by AzC PHP, to their respective region. The Epidemiology Series currently offered by AzC PHP is a three-part comprehensive epidemiology program delivered in a blended training format. The following describes the three components in detail: 1) Basic Epidemiology- Prerequisite for course 2 and 3. Basic Epi is a 3-4 hours online course that will introduce participants to the basics of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. The course will provide common terminology to provide the learners with a comprehensive understanding of the epidemiologic concepts and application of epidemiology to human disease. 2) Outbreak Investigation- This course will be delivered partially online and as a half day workshop. This course will describe the sources and mechanisms for outbreaks and will walk the participants through the steps for conducting an outbreak investigation. Case studies will be incorporated into the curricula to provide participants with a practical application for conducting an outbreak investigation. 3) Forensic Epidemiolgy- Full day workshop modeled after</p>

	<p>the CDC's Forensic Epidemiology training program addressing topics such as principles of public health and epidemiology; principles of law enforcement and criminal investigation; roles of public health and crime laboratories; and coordination of joint investigations from the federal perspective. These introductory lectures will be followed by interactive case studies with participants' analysis of scenarios involving biological threats to public health and safety, each of which requires the joint response of public health and law enforcement. Dine College would like to add this course, once adapted to their preparedness course that is offered as college credit. AzCPHP will work with Dine College to identify the adaptation process for the Epi Series.</p>	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Risk Communication and Disaster Mental Health and Crisis Intervention	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	<p>The Disaster Mental Health and Crisis Intervention workshop is an approved activity for the 2008-2009 budget. The Crisis and Emergency Risk Communications principles will be integrated into this workshop. Participants for this workshop will learn how to minimize the effects of psychological trauma by incorporating Crisis Communications principles. In addition to learning effective one-on-one Crisis Intervention strategies to minimize long term effects.</p>	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Receipt, Store, and Stage (RSS) and Alternate Point of Distribution (POD) Site	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	<p>The RSS component will be tied into the approved 2008 project of Alternative POD Site Training. This training will be expanded to include the RSS portion which includes: 1) The process/protocol for requesting SNS assets 2) Transfer of assets to the RSS site to include the security issues 3) Transfer of SNS material from the RSS site to the actual POD site The POD workshop component will focus on POD planning, organization, and operations. Our state, county, local, and tribal partners are involved in exercise programs that focus on throughput of PODS for a mass vaccination/prophylaxis clinic. Each agency has different levels of experience with PODS, ranging from no previous experience, to PODS successfully exercised during a full-scale exercise. Based on previous exercises, training on POD management prior to exercising a POD was found to be crucial. Therefore, it is anticipated that AzCPHP will be able to develop a 3/4 day training workshop, comprised of a lecture portion and hands on portion from previous work from the BP4.</p>	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Just In Time Training (JIT)	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	<p>Develop JUST IN TIME (JIT) training as a continued project for the Tucson Area Indian Health Services Full Scale Exercise . In addition to working with Tucson Area Indian Health Service, the College of Public Health at The University of Arizona offers a Preparedness I Course to MPH students. This year the curriculum will include a portion where students will have the opportunity to participate in a drill. It is anticipated that the students will need JIT training specific to the scenario and drill they will be participating in. The AzCPHP staff will work with CPH faculty to develop a JIT Training for the students based on existing in-house AzCPHP materials.</p>	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Medical Reserve Corp Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	<p>This proposed activity is designed to train Medical Reserve Corp Volunteers, that work in conjunction with Maricopa County Department of Public Health, so that they are the equipped to train Nursing Home and Long-Term Care Facilities Staff on Disaster Preparedness for these At-Risk Populations. The series of training programs will be designed to address evacuation and sheltering-in-place, disaster mental health, and general disaster planning. The goal is to develop a sustainable program that includes the states MRC groups, which serve as critical surge personnel during a public health emergency. Like many of the projects proposed for BP5 much of the materials are already developed, they just need to be adapted and tailored to the target audience. The training will be delivered in person.</p>	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Disease Containment and Outbreak Epidemiology for Rural Communities	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	<p>This project activity is a continuation of the Epidemiology Series that has been underway for two years. However, the focus will be to tailor the program to include disease containment and outbreak investigations for rural communities. The Outbreak Training workshops have been successful and the request from our public health partners has been to increase disease situational awareness and incorporate disease containment into the curriculum. The training would be</p>	

	delivered in person and would include case studies to allow for a discussion based forum to identify barriers, challenges, and strategies for working in rural communities with limited resources and capacity.	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Incident Command System (Formerly Known as Emergency Operations Center Training)	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This workshop utilizes a scaled-down functional exercise that includes assigning participants Incident Command System (ICS) roles and responsibilities. In addition, a Simulation Cell (SIMCELL) is utilized and staffed by Subject Matter Experts (SMEs) with extensive ICS experience. Injects are sent to Health Department staff in the Emergency Operations Center via phone calls from the SIMCELL to specific ICS command or general staff. To add to the exercise realism, this workshop utilizes a Master Scenario Events List (MSEL) which involves Point-of-Distribution (POD) operations in response to an outbreak of Pandemic Influenza. Participant actions are evaluated by additional SMEs posted within the EOC. Subject matter experts positioned in the EOC provide "coaching" and hands on instruction on how to best handle the problem(s) the participants face each hour during the exercise. This workshop had been conducted twice and the carryforward approval will allow for two more workshops that have been requested for Maricopa County Department of Public Health Staff and the Marana Community Clinic in partnership with Pima County Health Department.	
<b>Supportive Activity</b>		
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Weapons of Mass Destruction Conference	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The purpose of the conference is to give an overview of specific WMD threats as it would effect a variety of different disciplines (public health, law enforcement, fire departments, etc.). Using material adapted from the Outbreak Epidemiology workshop already developed, the presenter will host a workshop on how public health investigates outbreaks of infectious diseases. This will be part of a break out session on the day of the conference when biological agents are addressed. The goals of the session are to train public health participants in the steps involved in an outbreak investigation and to expose other agencies to their potential roles in the investigation and where collaboration is necessary.	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Learning Management System	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The AzCPHP learning management system still requires continual maintenance and enhancements to support a broader use in continuing and distance-based education. During the initial start up year there was no infrastructure to support our curriculum/content within the College of Public Health. The University of Arizona does have a system in place called the Desire 2 Learn (D2L), which at the time of our initial year did not have the capability to support non-matriculated UofA participants into the system. This barrier and limitation has just recently been lifted and the AzCPHP IT team is looking for innovative ways to integrate the LMS technology that was built for the AzCPHP into the University of Arizona system design for a more seamless distance-based system.	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Multijurisdictional Response Planning	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Currently the AzCPHP has been working with the Arizona Department of Health Services, Office of Border Health, to provide technical support in convening meetings with border county partners, which include Pima, Cochise, Santa Cruz, Yuma, and Tohono O'odhama Nation to discuss multijurisdictional response planning and to develop a strategy to develop a plan that would address collaborative response for a binational infectious disease threat that would require multagency response from both sides of the Arizona-Mexico border. We would like to continue to work with these counties and the Office of Border Health to help identify the challenges, barriers, solutions and provide recommendations for a multijurisdictional response, with the goal to assist them in convening a large conference in the fall of 2008 to address these issues.	
<b>Center Name</b>	University of Arizona	
<b>Activity Name</b>	Resource/Planning Guides and Toolkits	
<b>Category</b>	Supportive Activity	
<b>Description</b>	This activity focuses on the enhancement of resources for education and information dissemination. The AzCPHP will develop the appropriate resource manuals from the workshops requested for BP5, which include: Disaster Mental Health, Disease Containment and Outbreak Epidemiology, and PODS. Many of our partners request printed materials in formats that allow for easy learning such as checklist, diagrams, tent cards, wallet guides, cd's etc. The workshops proposed	

for this final closeout period lend themselves to developing materials that would complement the face to face training.

<b>Center Name</b>	University of Arizona
<b>Activity Name</b>	American Evaluation Association (AEA) Annual Conference
<b>Category</b>	Supportive Activity
<b>Description</b>	The evaluation team annually attends the American Evaluation Conference to present center-related activities and findings. This conference is also an opportunity for professional development activities such as networking and attending conference sessions and workshops. Attending a national field-specific conference such as this allows the evaluation team to stay current and up-to-date with the field of evaluation. This year three submissions were accepted and includes the multi-paper session: Emergency Preparedness Standards of Acceptability for Evaluation.

## University of California at Berkeley

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	University of California at Berkeley
<b>Activity Name</b>	Community Emergency Response Team (CERT) Public Health Disaster Module
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>The CERT-PHC contains the following modules: 1. The Role of Public Health During and After Disasters: Raise community awareness about the role of public health during disasters. 2. Disaster Preparedness for Vulnerable/Special Needs Populations: Train CERT members to reach and engage special needs populations in their community directly and through local community-based organizations. 3. The 7 Habits of Uninfected People: Describe core personal behaviors that prevent the acquisition and transmission of most infectious diseases. 4. Infectious Disease Threats After Disasters: Recognize the actual infectious disease threats after disasters. 5. Food and Water Safety After Disasters: Provide information on evidence-based, low "tech" methods for recognizing and reducing health risks from food and water after disasters. 6. Conducting a Community Assessment: Rapidly assess and report health needs in your community during or after a public health emergency. 7. Environmental Health Issues After Disasters: Identify environmental health issues such as mold and describe strategies to assess and address these threats. 8. Basic Home Care for Infectious Patients: Train CERT members to provide basic home care, in the absence of medical services, without getting infected. ? TECHNICAL ASSISTANCE OBJECTIVES??Our major objectives for this grant period are the following: 1. Continue to field test and evaluate the complete module 2. Revise, update and finalize the curriculum 3. Package the curriculum for mass distribution 4. Raise awareness of the curriculum to public health departments and CERTs nationally through online print materials and presentations at conferences related to disaster preparedness and response and prepare the curriculum for national dissemination 5. Continue work on creating a dedicated web page to promote this curriculum and to elicit feedback 6. Establish and maintain a speakers list of public health professionals and graduate students that are willing, available and eligible to deliver selected modules to local CERTs. At this time, we propose to continue working towards the completion of the CERT-Public Health Curriculum through extensive field testing among CERTs and public health departments, incorporation of feedback and offering ToT sessions to public health departments. We will continue to build upon the benefits listed in the original proposal which included: o Strengthen relationships between traditional first responders and local public health departments; o Strengthen relationships between local communities, community-based organizations, and local public health departments; o Strengthen community support for public health activities; and, o Strengthen community resiliency through support for all community members, including those considered most vulnerable to public health threats. ? We will continue to work closely with local health departments and CERTs to field test the components of the Public Health Curriculum. We will continue to consult with California Volunteers, formerly California Service Corps (<a href="http://californiavolunteers.org/">http://californiavolunteers.org/</a>) and the National Association of County and City Health Officials (<a href="http://www.naccho.org">http://www.naccho.org</a>) to ensure this module meets the needs of local health departments and CERTs throughout California and the United States. First, in collaboration with local health departments and CERTs, we will continue to field test and evaluate each component of the CERT-PHC in order to establish a reasonable time frame for delivery of the entire curriculum. We will incorporate feedback and continue to add and apply concepts of adult learning theory to assure that our training methods meet the learning approaches (visual, auditory, kinesthetic) used by adult learners.?? Second, we will revise, refine and finalize our curriculum to be current, accurate, evidence-based, and user-friendly. We expect the curriculum to be used by local and state health department staff that are qualified to teach this public health content to local CERTs as well as public health students who have had training in specific subject areas related to each module. For example, staff and students trained in environmental health issues would be eligible to deliver "Food and Water Safety After Disasters" and "Environmental Health Issues After Disasters" modules, a public health nurse, physician, or student who has had training in infectious diseases could deliver the "Basic Home Care for Infectious Patients" module.?? Third, we will professionally package the curriculum for distribution to local health departments and CERTs.</p>

Each module will contain the following sections:

- o Overview
- o Learning objectives
- o Powerpoint slides with notes
- o Model exercises
- o Appendixes (supportive technical documents, if necessary)
- o Annotated bibliography

The CERT-Public Health Curriculum includes a "Train-of-Trainer" (TOT) section for health department staff that would deliver the content. The TOT section would include the following subsections:

- o Conducting a learning needs assessment for prospective CERT trainees
- o Developing learning objectives
- o Developing learning activities (from Powerpoint slides or Model exercises, while incorporating adult learning theory)
- o Evaluating training

Fourth, we will raise awareness of the CERT-PHC to public health departments and CERTs nationally through online print materials and presentations at conferences related to disaster preparedness and response through our established communications mechanisms, including NACCHO, ASPH, ASTHO and California Conference of Local Health Officers (CCLHO). The CERT-PHC will be available online for free from UC Berkeley CIDP, ASPH CPHP, NACCHO, and CERT web sites. ? Fifth, we will continue to work on developing a dedicated project web page to promote this curriculum, to invite viewers, elicit feedback and comments, and link to relevant video content (e.g., webcasts). Longer term, we hope to secure additional funding to recruit subject matter experts to review and update the content using a Wiki collaborative production model. ? Sixth, we will establish and maintain a Speakers List of local public health professionals and graduate students that are willing, available and eligible to deliver selected modules to local CERTs. This will be possible because CIDP has established credibility and trusting relationships with local health departments. Our goal, then, is to facilitate the building of collaborative bridges between local health departments and CERTs in their community through these trainings. By establishing a successful model locally, it will be much easier to replicate in other parts of California and the United States. ? We will continue working with city and county health departments, with Community Emergency Response Teams in the same cities and counties, and other partners:

- o National Association of County and City Health Officials
- o California Volunteers
- o California Department of Public Health
- o Alameda County Public Health Department and CERTs
- o City of Berkeley Public Health and CERTs
- o Santa Clara County Public Health and CERTs
- o San Francisco Public Health and NERTs
- o San Mateo County Public Health and CERTs
- o Contra Costa County Public Health Department and CERTs

We will also work with any other interested health departments and CERTs that come to our attention through our dissemination efforts.

<b>Center Name</b>	University of California at Berkeley
<b>Activity Name</b>	Intermediate/advanced emergency preparedness courses
<b>Category</b>	Education and Training Activity
<b>Description</b>	<p>The courses that will be offered in the Fall 2008 and Spring 2009 semesters are the following:</p> <p>PH 257B Public Health Preparedness &amp; Emergency Response (Dr. Tomas Aragon, Dr. Wayne Enanoria, Cindy Lambdin, UC Berkeley School of Public Health, Fall 2008) This one semester course is an intensive introduction to public health emergency preparedness and response, and covers the following topic areas: the role of public health in disasters, natural disasters and severe weather, intentional mass threats (CBRNE), detecting and monitoring public health threats, post-disaster sampling, surveys, and rapid needs assessments, public health emergency incident management system, emergency operations planning and exercises, infectious disease emergency readiness, environmental health emergency readiness, mental health emergency readiness, special needs and vulnerable populations, essentials of public health leadership during a disaster, essentials of crisis risk communication, essentials of investigating outbreaks, disaster medicine and mass casualty care, and personal and community disaster preparedness.</p> <p>PH 251D: Applied Epidemiology Using R (Dr. Tomas Aragon, UC Berkeley School of Public Health, Fall 2008) This is an intensive, one-semester introduction to the R programming language for applied epidemiology. R is a freely available, multi-platform (Mac OS, Linux, and Windows, etc.), versatile, and powerful program for statistical computing and graphics (<a href="http://www.r-project.org">http://www.r-project.org</a>). This course will focus on core basics of organizing, managing, and manipulating epidemiologic data; basic epidemiologic applications; introduction to R programming; and basic R graphics.</p> <p>PH 253E: Ethics and Public Health in the Age of Catastrophes (Dr. Harvey Kayman, California Department of Public Health, Spring 2009) Terrorism, whether biological, chemical, or nuclear, presents special challenges to caregivers, health-care institutions, community organizations, and government agencies. Finding one's way ethically is particularly problematic. Issues of professional conduct and responsibility, of civil rights and civil liberties, and of conscience, are bound to appear. Preparation for facing these is necessary particularly since if and when a terror event occurs, decisions will have to be made rapidly under anxiety filled and emergency conditions. The goal of this course is to prepare caregivers and others for response to the moral dimensions of a terror event. This course will discuss the role of public health in addressing various ethical, emotional and legal dilemmas posed by planning for and responding to terrorist attacks and emerging infectious diseases.</p> <p>PH 253B: Epidemiology and Control of Infectious Diseases (Dr. Tomas Aragon, UC Berkeley School of Public Health, Spring 2009) This is a one semester intensive introduction to the epidemiology and control of infectious diseases. The course is taught from the perspective of public health communicable disease control officers: frontline practitioners that detect, investigate, control, and prevent infectious diseases in communities. The lectures are given by public health communicable disease experts that practice, teach, investigate, and conduct research in their specific areas. The course will emphasize: (1) core concepts in infectious disease transmission mechanisms, dynamics, and containment; (2) evidence-based approaches to designing and implementing infectious disease</p>

control and prevention measures; and (3) epidemiologic methods for investigating infectious diseases. PH 257: Outbreak Investigations (Dr. Arthur Reingold, UC Berkeley School of Public Health, Fall 2008 and Spring 2009) PH N257: Essential Field Epidemiology (Drs. Tomas Aragon and Wayne Enanoria, UC Berkeley School of Public Health) This 2-week intensive course will cover the essential knowledge, skills, and abilities necessary to conduct an epidemiologic field investigation, including: essential concepts for the prevention and control of microbial threats; the epidemiologic approach and steps to public health action; steps to conducting an outbreak investigation, conducting a cause investigation; conducting a case investigation; conducting an analytics study; field survey design and implementation; operational aspects of conducting a field investigation; and analysis of outbreak modules using a computer laboratory. The computer lab component will emphasize basic analysis and interpretation. Students will be introduced to R, an open source program for statistical computing and graphics. PH 252C: Intervention Trial Design (Dr. Tomas Aragon, UC Berkeley School of Public Health)

### Partner-Requested Activity

**Center Name** University of California at Berkeley  
**Activity Name** Test infectious disease emergency response plans through drills and exercises  
**Category** Partner-Requested Activity  
**Description** Throughout the project year, CIDER will provide subject matter expertise, mentoring, and guidance to staff at health departments in the development of exercise activities to test and evaluate infectious disease emergency operations plans. CIDER will assist health departments in the development of exercises through a layered approach consistent with the internal, experienced level of staff in the health department. Subject matter expertise and guidance for newly trained exercise staff will provide the framework in determining the needed depth of support and guidance. The goal of this approach is to support and mentor public health professionals as they navigate the process and development of exercise activities to test and evaluate all-hazards, with specificity to infectious disease emergency operations plans. CIDER will also support requests for technical assistance to review, analyze, and provide evidenced-based recommendations related to current literature, policies, procedures, and protocols intended to decrease the spread of infection through community mitigation strategies in response to pandemic influenza. Through technical assistance projects and in coordination and collaboration with local public health departments, CIDER will make available the Exercise Design and Evaluation Program coursework for delivery by ROPE Staff to the public health audience.

**Center Name** University of California at Berkeley  
**Activity Name** Additional Partner-requested activities (on-demand)  
**Category** Partner-Requested Activity  
**Description** Throughout the program year, CIDP faculty will continue to provide lectures, seminars, and 1/2 day to 3-day workshops for our practice partners on an as-needed basis in the following areas: o Essential Field Epidemiology: Outbreak Investigations o Essential Field Epidemiology: Train-The-Trainer (3-day) o Disaster Epidemiology: Methods and Applications o Emergency Management Exercise Design and Evaluation o Avian and Human Pandemic Influenza o Essential Infection Control o Applied Epidemiology Using R o Relational Database Management Systems for Epidemiologists o Survey Methodology for Public Health o Epi Tools o Infection Control o Data Management and Analysis using EpiData o Data Management and Analysis using Epi Info CIDP will dedicate staff time to continually update and fine-tune the materials that have been previously developed. CIDP will leverage CPHP funds to meet the specific training needs of our practice partners. CIDP will continue to make all of our materials including drafts, freely available to all of the CPHP Network.

### Supportive Activity

**Center Name** University of California at Berkeley  
**Activity Name** Cross Sector Pandemic Preparedness  
**Category** Supportive Activity  
**Description** In coordination and collaboration with the California Department of Public Health, CIDP is included in the preparedness activities for the State. A Cross-Sector Pandemic Preparedness Conference has been on going since 2006. The UC Berkeley, ROPE Team was engaged to design, develop, and conduct a functional exercise bringing together participants to test their response capabilities. The exercise was conducted on April 18, 2008. The purpose of the exercise was to bring together top level participants for a multi-faceted and dynamic opportunity in the identification of gaps and vulnerabilities in current pandemic planning activities. This exercise included the following sectors: Government, Community/Faith-Based Organizations, Education (k-12, community colleges/university), Healthcare, Essential Services, Business, and Public Health. Each group assigned sector leads to coordinate pre-exercise logistics, and identify critical participants. Cindy Lambdin, RN, MS, from the Center for Infectious Diseases and Emergency Readiness, was the Lead Designer for the exercise. The planning committee will continue to meet to develop follow-up activities to further the important cross-sector collaboration and planning resulting from the exercise after action report.

<b>Center Name</b>	University of California at Berkeley
<b>Activity Name</b>	UC Berkeley Pandemic Planning
<b>Category</b>	Supportive Activity
<b>Description</b>	The UC Berkeley Campus is deeply engaged in the development of Pandemic Influenza planning and preparedness, including the design, development, execution, and evaluation of exercise activities. Dr. Tomas Aragon is a member on the Chancellor's Emergency Policy Group and provides assistance in shaping policy for the University's response to Pandemic Influenza. Additionally, Cindy Lambdin, RN, MS is in a lead role on the Pandemic Influenza Work Group. The work group was tasked with applying content expertise in working directly with the nine (9) campus Departmental Operations Centers, identification of gaps and vulnerabilities, and the development DOC specific Pandemic Plans. Cindy's role within the work group includes assistance in the development of Departmental Operations Center's Pandemic Plans, building collaboration and coordination across campus response mechanisms, the Lead Exercise Designer, and facilitator of workshops and exercise activities. Information obtained through plan development and exercise activities will be shared with other educational providers in order to promote and enhance coordination within the academic setting. Continuation activities are ongoing with the inclusion of the participation and guidance from the Center for Infectious Disease Preparedness.
<b>Center Name</b>	University of California at Berkeley
<b>Activity Name</b>	Community Assessment for PUBLIC Health Emergency Response - Expert Panel
<b>Category</b>	Supportive Activity
<b>Description</b>	The Center for Infectious Disease & Emergency Readiness participated in the Fourth Annual Community Public Health and Needs Assessment Expert Panel in May, 2008 in Los Angeles that was hosted by the UCLA Center for Public Health and Disasters and the Centers for Disease Control and Prevention. The purpose of the meeting was to continue the discussion on how community needs and health assessments should be conducted in post-disaster settings. Wayne Enanoria, PhD, MPH attended and is part of the an education and training workgroup that is designed to train state and local agencies in the utility of conducting post-disaster community assessments. As part of the workgroup, Dr. Enanoria is working with investigators from other CPHPs (eg, Columbia, UCLA, and the University of Texas) as well as representatives from local and state agencies throughout the United States on issues related to disaster epidemiology.
<b>Center Name</b>	University of California at Berkeley
<b>Activity Name</b>	Public Health Information Network - Centers for Disease Control and Prevention
<b>Category</b>	Supportive Activity
<b>Description</b>	As part of the Public Health Informatics Network, CIDER participates in the Analysis, Visualization, and Reporting Workgroup. The group discusses many issues related to data management and analysis pertinent to local and state agencies, oftentimes presenting many cutting edge technologies that are being implemented in the field. Because of CIDER's involvement in data management trainings, we were invited to participate and present in the teleconference. We have obtained valuable feedback on our relational database management online course through this workgroup. Dr. Wayne Enanoria is the CIDER participant in this workgroup. This group is coordinated by Alex Charleston from the Environmental Public Health Tracking Network, Centers for Disease Control and Prevention.
<b>Center Name</b>	University of California at Berkeley
<b>Activity Name</b>	Epidemiology Preparedness and Informatics Publications
<b>Category</b>	Supportive Activity
<b>Description</b>	The EPI Program, as part of its efforts to train and educate public health professionals in areas of infectious disease epidemiology and data management in epidemiology, is summarizing core content into booklets. LEARNING OBJECTIVES: After completing these Essential Field Epidemiology booklet series, the reader will be able to: * Describe the key concepts and methods of epidemiology for public health action * Describe the 7 essential steps to conducting an outbreak investigation * Describe the key study designs and methods for testing hypotheses in outbreak investigations ACTIVITY DESCRIPTION: Dr. Tomas Aragon will prepare the following booklets: * Essential Field Epidemiology: The Epidemiologic Approach---Steps to Public Health Action * Essential Field Epidemiology: Conducting an Outbreak Investigation in 7 Steps (or less) * Essential Field Epidemiology: Conducting an Analytic Study to Test Hypotheses
<b>Center Name</b>	University of California at Berkeley
<b>Activity Name</b>	Core Infectious Disease Emergency Readiness (CIDER) Publications
<b>Category</b>	Supportive Activity
<b>Description</b>	The CIDER Program, as part of its efforts to train and educate public health professionals in core areas of infectious disease preparedness, will be summarizing essential concepts and methods for preventing and controlling microbial threats. LEARNING OBJECTIVES: After completing the CIDER booklet series, the reader will be able to * Describe the key concepts for preventing and

control microbial threats; \* Describe the key sources of infectious diseases after disasters; \* Describe the 7 core behaviors ("habits") for preventing most infectious diseases; \* Summarize the key evidence supporting non-pharmaceutical interventions in preventing influenza transmission  
**ACTIVITY DESCRIPTION:** \* Concepts for the Prevention and Control of Microbial Threats (Tomas Aragon, MD, DrPH, 2nd Edition in progress) \* Infectious Disease Threats After Disasters: Back to Basics (Tomas Aragon, MD, DrPH, 1st Edition in progress) \* The 7 Habits of Uninfected People: Core Behaviors to Prevent Infectious Diseases (Tomas Aragon, MD, DrPH, 1st Edition in progress) \* Systematic review of the effectiveness of non-pharmaceutical interventions to control and prevent influenza transmission (Wayne Enanoria, PhD, MPH, in progress)

<b>Center Name</b>	University of California at Berkeley
<b>Activity Name</b>	Exercise Design Quick Reference Guide
<b>Category</b>	Supportive Activity
<b>Description</b>	CIDER will assist health departments and in particular, those people tasked with emergency management and exercise activities, by streamlining the critical elements of exercise design and evaluation into a quick reference guide. The intended use of this tool is to support the exercise design, development, and evaluation from an algorithm based approach and strong visual indicators for next steps to be taken in the exercise process. This quick reference guide will be a companion to the "How To Exercise" Booklet Series. CIDER will 1. Summarize and distill information from the "How To Exercise" Booklet Series into a readily available and transportable quick reference guide. 2. Format and package the quick reference guide for mass distribution. 3. Raise awareness of quick reference guide to public health departments. 4. Provide quick reference guide access to other disciplines/sectors planning and exercising with public health.

## University of California at Los Angeles

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	University of California at Los Angeles
<b>Activity Name</b>	UCLA Conference on Public Health and Disasters
<b>Category</b>	Education and Training Activity
<b>Description</b>	This conference is an annual event that has grown in attendance over the past five years. The conference includes keynote speakers who are of international renown in disasters and emergency public health, plenary speakers discussing topics of national interest for Public Health Preparedness, and a variety of breakout sessions including toolboxes, population-specific topics, and recent events that may be of interest to public health.

<b>Center Name</b>	University of California at Los Angeles
<b>Activity Name</b>	Regional Preparedness Workshops
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Workshops are focused on particular content areas and are half-day or full-day. The content is determined by partner requests, state and local needs, and current events. We will work with state and local partners to identify appropriate topics. The sessions provide an in-depth focus of the content area and include didactic presentations and interactive exercises to demonstrate the skills developed. Depending on the topics requested by our partners, we may collaborate with other CA CPHPs or other CPHPs in the network.

<b>Center Name</b>	University of California at Los Angeles
<b>Activity Name</b>	Courses in Emergency Public Health
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Center offers 9 distinct academic quarter courses in Emergency Public Health focusing on the following areas: health aspects of intentional disasters; preparing for and managing disease outbreaks that result from bioterrorist attacks and emerging infectious diseases; designing, implementing, and evaluating community disaster preparedness programs; interagency management from a public health perspective; an introduction to public health and disasters; issues of health and national security along the U.S.-Mexico border; the public health role in post-disaster community health; management of food and nutrition in emergencies; selected aspects of risk communication. The method of delivery is graduate level, instructor-lead courses, for academic credit. These are quarter courses and are open for concurrent enrollment to community practitioners.

### Partner-Requested Activity

<b>Center Name</b>	University of California at Los Angeles
<b>Activity Name</b>	Hawaii POD Exercise
<b>Category</b>	Partner-Requested Activity

<b>Description</b>	The State of Hawaii Department of Health requested that CPHD develop, conduct, and evaluate a POD exercise. The purpose of the exercise is to increase capacity of the health department to plan for and respond to a public health emergency and test their SNS/Mass Prophylaxis annex. Milestones will be measured by critical actions taken during the exercise. The expected outcome will be improvement in the health department's ability to set up and operate a POD and prophylax their population.	
<b>Center Name</b>	University of California at Los Angeles	
<b>Activity Name</b>	Hawaii Pan Flu Tabletop for State Agency Leadership	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	The State of Hawaii Department of Health requested that CPHD develop, conduct, and evaluate a pan flu tabletop exercise for state agency leadership. The purpose of the exercise is to increase Hawaii's pan flu preparedness. Milestones will be measured by critical actions taken during the exercise. The expected outcome will be improvement and increased knowledge of protocols in handling a pan flu emergency.	
<b>Center Name</b>	University of California at Los Angeles	
<b>Activity Name</b>	Hawaii School Closing Exercise	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	The State of Hawaii Department of Health requested that CPHD develop, conduct, and evaluate a school closing exercise. The purpose of the exercise is to increase capacity of the health department to plan for and respond to a public health emergency that would involve school closures. Milestones will be measured by critical actions taken during the exercise. The expected outcome will be improvement in the health department's ability to handle school closures during a pan flu outbreak.	
<b>Supportive Activity</b>		
<b>Center Name</b>	University of California at Los Angeles	
<b>Activity Name</b>	Attendance at National Conferences	
<b>Category</b>	Supportive Activity	
<b>Description</b>	CPHD attends national conferences to speak on issues related to disaster planning, mitigation, and response, and other topics related to public health emergency preparedness; to promote CPHP activities and resources; and to enhance knowledge and skills related to public health preparedness activities	
<b>Center Name</b>	University of California at Los Angeles	
<b>Activity Name</b>	Outreach in Emergency Public Health in UCLA School of Public Health	
<b>Category</b>	Supportive Activity	
<b>Description</b>	CPHD staff will provide materials in new student orientation packets and will sponsor activities before finals week to promote CPHD, increase student interest in and create an awareness of the field of emergency public health, and attract students to courses in emergency public health	
<b>Center Name</b>	University of California at Los Angeles	
<b>Activity Name</b>	Participation in Advisory Committee	
<b>Category</b>	Supportive Activity	
<b>Description</b>	CPHD is a member of several advisory groups and participates in regular meetings. The Center assists in state training plans and strategies for public health emergency preparedness	

## University of Illinois at Chicago

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	University of Illinois at Chicago
<b>Activity Name</b>	Online Courses
<b>Category</b>	Education and Training Activity
<b>Description</b>	Initially, IPHPC will continue to offer and support the 61 competency-based online courses that are continuously available, at no-cost, and offered in a self-directed, instructor-led format on our public website. Each course addresses a core public health or emergency preparedness and response competency. All the courses can be found within the shared learning management system at <a href="http://www.publichealthlearning.com">www.publichealthlearning.com</a> As part of this on-going activity, IPHPC staff will also review online course registration and activity to identify those courses that will be converted to a non-instructor-led format, so they can be used in the future, with no funding. The online courses that are not converted will be dropped

at the end of the project. To continue to offer courses for each competency identified by IPHPC, courses will be identified from partner sites or other state & local health department trainings that can replace the dropped courses.

<b>Center Name</b>	University of Illinois at Chicago
<b>Activity Name</b>	Course Offerings to Graduate Students
<b>Category</b>	Education and Training Activity
<b>Description</b>	Preparedness modules addressing specific competencies will continue to be included in courses offered by IPHPC faculty to a variety of graduate student programs. These include the MPH and DrPH programs at UIC School of Public Health, the DVM/MPH program at University of Illinois at Urbana-Champaign and MPH students at Northwestern University (mostly medical students). A new preparedness course for planning and response management has also been developed and is scheduled to be offered to MPH students in Spring 2008.
<b>Center Name</b>	University of Illinois at Chicago
<b>Activity Name</b>	Courses for Chicago DPH
<b>Category</b>	Education and Training Activity
<b>Description</b>	IPHPC will continue to provide assistance to Chicago DPH to identify already existing training courses and content for specified topic areas. IPHPC will work with other CADE staff to reformat courses as needed. This may include developing videos, web-based just-in-time short courses, and virtual world scenarios. Some of the subject areas currently being discussed include CBRNE, mental health, special populations and specific areas for pan flu preparedness such as isolation and quarantine.
<b>Partner-Requested Activity</b>	
<b>Center Name</b>	University of Illinois at Chicago
<b>Activity Name</b>	Trainings on LMS to Illinois HDs
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	As a result of the responses to the LMS usage survey distributed jointly by IPHPC and Illinois DPH in early 2007, and in addition to all the enhancements that have been made to the LMS since employees at local health departments (HDs) were first trained to use the system, a plan is being developed to retrain representatives of the 95 local HDs throughout Illinois. The training will be done by IPHPC staff at several pre-determined locations around the state, where groups of local HD representatives will be brought together for either webex or face to-face training. Separate training session(s) will be conducted for Chicago DPH, who have their own LMS.
<b>Center Name</b>	University of Illinois at Chicago
<b>Activity Name</b>	UIC/CADE LMS Partners Collaboration
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	IPHPC will continue to manage the LMS Partners website and coordinate information and activities that are communicated via the website for the LMS Partners group, which includes representatives from all the public health organizations that use the LMS developed by UIC/CADE. This collaborative activity allows the Partners to share any/all the features they have developed independently over the years and provides the opportunity to work collaboratively and creatively to identify enhancements to the product as a whole. The Partners website, which was developed by IPHPC, provides the tool for Partner information sharing and communication on a variety of topics, including discussions and decisions about LMS features and desirable enhancements. IPHPC staff also coordinates with CADE programming staff, on behalf of the Partners group, to get information about and to implement enhancements.
<b>Supportive Activity</b>	
<b>Center Name</b>	University of Illinois at Chicago
<b>Activity Name</b>	Maintaining Learning Management System
<b>Category</b>	Supportive Activity
<b>Description</b>	IPHPC staff continues to support the LMS Partners website, which was developed for use by the groups sharing the UIC/CADE LMS platform. The website is used to facilitate discussions about enhancements to the system, coordination of conference calls and communications on topics of interest such as competency development, training needs assessment, training plan development and training course content. IPHPC staff also continues to provide Help Desk services to the LMS Partners and works with CADE technical staff to develop and implement LMS enhancement agreed upon by the Partners. IPHPC staff will also continue to work with their immediate partners the HRSA funded training center the Mid-America Public Health Training Center and the Great Lakes Center at UIC to develop and maintain their joint LMS Public Health Learning.
<b>Center Name</b>	University of Illinois at Chicago

<b>Activity Name</b>	Websites Development	
<b>Category</b>	Supportive Activity	
<b>Description</b>	In preparation for the end of support for IPHPC, to assure the continued operation of the learning site developed, if possible, and to house resources developed, IPHPC/CADE will do the following: o update the current shared IPHPC/Training Center learning site; o create a Prepare site to hold archives of courses and training activities; o develop a website to house resources once the IPHPC project ends.	
<p style="text-align: center;"><b>University of Iowa</b>  <a href="#">Return to top ^</a></p> <p><b>Education and Training Activity</b></p>		
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Public Health Preparedness Grand Rounds Series	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The Upper Midwest Center for Public Health Preparedness (UMCPHP) Grand Rounds is a series of four, one-hour educational programs featuring topics of contemporary concern to health and safety professionals with public health preparedness responsibilities. Guest lecturers offer expert insight from the local, state and national perspectives. The presentations are broadcast live via streaming video on the web. The sessions are also digitally recorded and archived and made available for retrieval upon demand on the UMCPHP web-site and are also available on videotape, CD-rom and DVD. This series is intended for those with emergency preparedness roles and responsibilities.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Identification of Bioterrorism Agents	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This online course will provide in-depth information regarding specific, select agents of bioterrorism. Protocols for collecting and handling specimens will also be addressed.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Content Updates for existing online courses developed by UMCPHP	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Instructional designers will review and research content in collaboration with partner organizations.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Public Information Officer Toolkit	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	To provide training programs, resources and tools for PIOs or anyone serving as a PIO during a public health emergency. Emphasis will be focused on helping communities share resources and interact with the media.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Joint Information Center Toolkit	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	To provide training programs, resources and tools to enable personnel to establish a JIC during an incident or event.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	NIMS/ICS toolkit	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	To provide training programs, resources and tools for anyone within the ICS.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	An Ethical Framework for Use in a Pandemic	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This online training will provide an historical overview of pandemic planning and utilizes the "Ethical Framework" document as guidance to decision-making during pandemic influenza planning.	
<b>Center Name</b>	University of Iowa	

<b>Activity Name</b>	Zoonotics Disease Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This online training will provide learners with knowledge about Iowa's agriculture industry as well as information on animal health and public health structures and how best to work together in preparedness planning. Case studies will also be utilized.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Homeland Security Exercise Evaluation Program (HSEEP)	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The intent of this online training is to provide common exercise policy and program guidance capable of constituting a standard for all exercise that can be used by all exercise planners regardless of the nature and composition of their sponsoring agency or organization.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Public Health Emergency Preparedness	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Introduction to public health emergency preparedness from both the human and animal health perspectives. Addresses emergency preparedness from federal, state and local perspectives; important elements for preparing responders; preparedness information systems and communication techniques.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Strategic National Stockpile	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This online training will provide current information on the basics of a SNS to local public health agencies.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Personal Protective Equipment	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This online training will provide frontline public health workers with the knowledge to select the appropriate PPE for the situation at hand and how to appropriately utilize it.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Universal Precautions	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This online training will provide learners with a basic understanding of preventing the spread of communicable diseases and ways to incorporate universal precautions into organizational policies.	
<b>Partner-Requested Activity</b>		
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	University of Albany Center for Public Health Preparedness-program webcasting for lecture series	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	The UMC PHP collaborates with the University of Albany Center to deliver training and education programs to a wider audience. The University of Albany broadcasts their programs via satellite downlink. The UMC PHP enhances the reach of the program by webcasting the program live over the internet. In addition, the UMC PHP provides Albany with a copy of the event so it can be streamed as an archived event from the Albany website. By providing the live webcast of the program, UMC PHP provides public health professionals across the nation with increased access to information as it is delivered in a convenient format that eliminates the need to travel to participate in the training.	
<b>Supportive Activity</b>		
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Prepare Iowa Learning Management System	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The PrepareIowa Learning Management provides comprehensive professional development, training, and workforce management to the public health sector, as well as to emergency providers and responders, administrators, front-line staff, and policymakers. Training is focused on public health and emergency preparedness, with the aim being to prepare these workforces with the capacity to respond quickly and appropriately. PrepareIowa, a joint initiative with the Iowa Department of Public Health, began as a statewide training resource in December 2003, but has since grown, through various partnership efforts, to a distribution	

	base that includes every state, as well as users from outside of the United States. The user base has grown and is set to maintain steady growth as new partners, projects, courses and competencies are added. Carryover funds will be used to implement enhancements and customizations to improve usability and functionality. These enhancements and customizations will also allow UMC PHP to create additional reports for our partners to continue to meet their ongoing needs.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Technical/Media Support and Program Delviery for Partner Organizations' Training Programs	
<b>Category</b>	Supportive Activity	
<b>Description</b>	UMC PHP staff provide the following: Live broadcasting via satellite downlink, live web-casting, video editing, archived web-casting, CD-Rom, DVD, and VHS duplication. In addition, registration services and program advertising can be provided through the Prepare Iowa Learning Management System. These services are provided to a variety of organizations including the Iowa Department of Public Health, the Iowa Homeland Security and Emergency Management Division, the University of Iowa Hygienic Laboratory, etc.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Prepare Iowa Learning Management System Learning Laboratories	
<b>Category</b>	Supportive Activity	
<b>Description</b>	These hands-on laboratories provide individuals with the opportunity to learn how to better utilize the Prepare Iowa LMS to meet their individual needs. The labs also provide public health administrators with the opportunity to learn how to better manage the training needs of a unit or entire agency.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Education and Training Advisory Committee (EdTrAC)	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The Education and Training Advisory Committee's (EdTrAC) members represent a broad range of key stakeholders at the local, regional and state level that have emergency preparedness responsibilities. EdTrAC will continue to serve as the convener and coordinator of preparedness information, best practices, lessons learned, and multi-disciplinary preparedness experts from across the state. EdTrAC has a workgroup focused on identifying contemporary training needs for multi-disciplines. This group has identified JIC, PIO and NIMS/ICS training tool kits as priority areas for the coming year.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Marketing Existing Training Programs	
<b>Category</b>	Supportive Activity	
<b>Description</b>	UMC PHP courses have been developed with a variety of practice-based partners. The program evaluations indicate the value of these offerings. Announcements are periodically released to the target audience(s). UMC PHP will further develop a comprehensive long-term plan to increase outreach efforts for these courses. The Center will continue to identify meetings, conferences and workshops at which to exhibit and demonstrate these offerings. Other strategies include working with partner organizations to increase outreach efforts.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	UMC PHP and EdTrAC Websites	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The UMC PHP and EdTrAC websites provide a variety of resources for the public health workforce and other responder groups. The website features a number of resources including education and training opportunities, links to the Prepare Iowa Learning Management System, current and archived Grand Rounds, all UMC PHP products, links to other Preparedness Centers, etc.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Inventory of Learning Objects	
<b>Category</b>	Supportive Activity	
<b>Description</b>	A database of reusable learning objects has been maintained and will continually be expanded. The inventory of learning objects has been developed from online courses. The purpose of the database is to decrease duplication of efforts and facilitate the incorporation of existing learning objects into other training programs.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Member of Iowa Preparedness Advisory Committee	
<b>Category</b>	Supportive Activity	

<b>Description</b>	The committee advises on all activities associated with the state's CDC cooperative agreement in Iowa including those that address the workforce development needs of the public health community. Through UMC PHP's participation on this committee, the Center has been able to acquire and share information regarding training development opportunities.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Presentations	
<b>Category</b>	Supportive Activity	
<b>Description</b>	UMC PHP staff provide presentations to a variety of audiences including homeland security, local public health departments, environmental health, hospitals, nursing, etc. These presentations are tailored to the specific audience.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Competency Linkage and Integration to Education and Training	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Each training is linked to specific competencies that are appropriate for the content and audience.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Enhancement of Instructional Design and Development	
<b>Category</b>	Supportive Activity	
<b>Description</b>	In order to improve the design and development of instructional materials and strategies, we will incorporate the latest instructional technologies and design software into our training and education programs to ensure that they meet the needs of the current and emerging workforce.	
<b>Center Name</b>	University of Iowa	
<b>Activity Name</b>	Program Evaluations	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Due to the budget cuts for FY 2008 - 2009, evaluation activities were dramatically cut. Because we were able to receive carryover funds, we are now able to reinstate these critical efforts.	

## University of Medicine and Dentistry of NJ (UMDNJ)

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	University of Medicine and Dentistry of NJ (UMDNJ)	
<b>Activity Name</b>	Bridging the Public Health/Health Care Gap-Hospitals	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Didactic presentations plus modified tabletop exercise on pandemic flu using previously tested scenario, led by NJC PHP faculty and Hospital Association Executive. Based on state-defined regions, hospital and county/local health dept. senior people with preparedness duties. Will target remaining 6 state regions not covered previously. Will be completed by August 2009.	
<b>Center Name</b>	University of Medicine and Dentistry of NJ (UMDNJ)	
<b>Activity Name</b>	Public Health Training on the Resurgence/Emergence of Pertussis and / or other infectious diseases	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Content is planned to focus on Pertussis, but could be changed to reflect newly emerging infectious diseases during the program year. In general, content will include history, epidemiology, signs/symptoms, treatment (and contraindications for treatment), vaccination and other preventive techniques, laboratory issues, and the role of the state' Communicable Disease Service.	
<b>Center Name</b>	University of Medicine and Dentistry of NJ (UMDNJ)	
<b>Activity Name</b>	Radiological Emergencies - Train the Trainer	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Main content: evaluate the adequacy of the rad response monitoring equipment, procedures within the county and local CBRNE response units in New Jersey, including the ability of these units to use their rad equipment appropriately. In addition, review and provide suggestions on their procedures so they are attentive to potential terrorist incidents as well as standard industrial and transportation accidents. Provide information on procedures for using more advanced equipment that can differentiate between industrial/medical rad	

materials and terrorist use of rad materials, and provide classroom and hands-on training on the use of rad equipment for these purposes. NJDEP's Ed Truskowski will be the trainer and evaluator.

<b>Center Name</b>	University of Medicine and Dentistry of NJ (UMDNJ)
<b>Activity Name</b>	Graduate and Undergraduate Certificate Program in Public Health Preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	The certificate programs are based on core public health courses, such as epidemiology, health education and communication, and environmental health, and two specialized courses: Public Health Preparedness I & II. PHPI is a survey of weapons of mass destruction and the methods of preparedness and response to those. PHPII is a survey of public health responses, based on traditional PH competencies, to a host of different emergencies All five courses are traditional full semester, 3 credit courses, integrated into Rutgers' undergraduate public health degree and UMDNJ's Master in Public Health degrees, or as stand alone certificates..

#### Partner-Requested Activity

<b>Center Name</b>	University of Medicine and Dentistry of NJ (UMDNJ)
<b>Activity Name</b>	Coordination and Communication
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	The primary purpose is to improve the communication and coordination between and among as many elements of the state's public health system (broadly defined) as possible, on a continuing basis, and taking advantage of opportunities where NJCPHP can or is likely to make a significant difference regarding all-hazards preparedness in the state. Most concretely, this will include maintaining the twice monthly publication of the e-bulletin PHLASH, which has recently been endorsed by the state health department's Health Emergency and Preparedness Advisory Council (HEPAC) as a major public health preparedness asset for the state. Plans for expanding its impact are described in the budget narrative. Through the extensive involvement of NJCPHP faculty, staff, and advisors in HEPAC, by the PI's pending appointment to the Preparedness College being established by the State Office of Homeland Security and Protection, the similar personal involvement of the Center Manager in a variety of public health and medical organizations, the formal or ad hoc multi-partner steering committees associated with all of the NJCPHP education and training activities, NJCPHP is recognized as a key player, not only in the academic sector, but more broadly across the state. The similar activities of faculty and staff, past and present, have led to NJCPHP being recognized as not only as a source of competence and subject matter expertise, but as an "honest broker" that can bring various parties together to focus on common needs and objectives and, from an education and training perspective, make things happen on the preparedness front.

#### Supportive Activity

<b>Center Name</b>	University of Medicine and Dentistry of NJ (UMDNJ)
<b>Activity Name</b>	An Enduring Legacy of the NJ Center for Public Health Preparedness
<b>Category</b>	Supportive Activity
<b>Description</b>	The purpose is to create, as an enduring legacy of NJCPHP in the event external funding from CDC ends in August, 2009, a flexible repository that would allow the School of Public Health, at low cost, to respond to requests for education and training materials on all aspects of public health preparedness, at least as of that time. This will provide access to printed materials, web resources, copies of CDs/DVDs that include not only materials produced by NJCPHP and its immediate partners, but other CPHPs as well and, subject to resource limitations, selected sources as well. The final milestone and outcome will be to have the repository "up and running", that is, accessible to outside inquiry, on August 1, 2009.

<b>Center Name</b>	University of Medicine and Dentistry of NJ (UMDNJ)
<b>Activity Name</b>	PHLASH, an e-bulletin on public health preparedness
<b>Category</b>	Supportive Activity
<b>Description</b>	Main purpose is to provide news and information on public health preparedness developments, education and training events, and information sources, both relevant to New Jersey and the nation. Publication is twice per month, sent by a blast e-mail to an ever-larger subscriber list.

<b>Center Name</b>	University of Medicine and Dentistry of NJ (UMDNJ)
<b>Activity Name</b>	UMDNJ Pandemic Influenza Task Force
<b>Category</b>	Supportive Activity
<b>Description</b>	Purpose is to advance the level of preparedness of the entire UMDNJ system for a pandemic flu outbreak by bringing together representatives of all relevant units (Schools, hospital and clinics, human resources, security, etc.), and using the annual influenza cycle as a test bed. The hoped for outcome is an specific plan for dealing with a pandemic which is integrated into the broader emergency planning and continuity of operations functions of the university.

## University of Michigan (A)

[Return to top ^](#)

### Education and Training Activity

**Center Name** University of Michigan (A)  
**Activity Name** Making Data, Policy and Politics Work for Public Health  
**Category** Education and Training Activity  
**Description** This course will focus on the important role of health-related data in formulating effective public health policy in the context of a political society. Course faculty will examine how public health stakeholders and policymakers can select appropriate data sources, use data responsibly, and represent important public health issues in a data-driven way. At the same time, the interplay of politics, public health and health research will be highlighted. The course concludes with a discussion about presenting health-related information to the public and will use real and specific examples. The course was developed in the FY07 grant year and delivered successfully as a face to face training and made into an online course. The name of this course has been changed slightly in response to partner suggestions. The old name of this course was "Active Duty: Making Data, Policy and Politics Work for Public Health." For this grant year, we plan to deliver it two additional times as pre-conference workshops. The North Carolina Public Health Association will hold it's annual meeting in September, 2008 and has requested that this course be offered. We will do so in collaboration with the North Carolina Center for Public Health Preparedness and the North Carolina Public Health Institute. Additionally it will be offered as a Learning Institute (pre-conference) course for the American Public Health Association meeting in San Diego in October, 2008. The course that is offered at APHA will include an additional two hours of basic epidemiology training. This content was developed by MI-CPHP director JoLynn Montgomery and delivered as MI-CPHP course "Epidemiology for Non-Epidemiologists". Course faculty: Colleen Bridger, MPH, Gaston County Health Director, NC JoLynn Montgomery, PhD, MPH, Director, MI-CPHP and Research Investigator, Department of Epidemiology, University of Michigan (APHA only)

**Center Name** University of Michigan (A)  
**Activity Name** Public Health Preparedness Symposium  
**Category** Education and Training Activity  
**Description** This course will present an overview of how environmental health impacts public health preparedness and response in the context of control of environment-related diseases. The course faculty will emphasize the socio-economic, demographic and political variables that create the conditions that support the occurrence of emerging infectious diseases. Participants will hear presentations about the challenge of responding to public health emergencies during environmental disasters, such as Hurricane Katrina and the Three Mile Island disaster; and the role of the World Health Organization (WHO) and non-governmental organizations (NGO's) in preparedness response. This course will be provided face to face and as an archived webcast. Speakers for this event, which will take place early 2009, are anticipated to include: Richard Jackson, MD, MPH- University of Michigan Henry Falk, MD, MPH- Centers for Disease Control and Prevention Robert D. Bullard, PhD- Clark Atlanta University Tadataka Yamada, MD- Gates Foundation Margaret Chan, MD, MPH- World Health Organization Howard Hu, MD, MPH, ScD- University of Michigan

**Center Name** University of Michigan (A)  
**Activity Name** Advanced Tools for Investigating Outbreaks  
**Category** Education and Training Activity  
**Description** This computer-based workshop focuses on Epi InfoTM, a powerful tool used to investigate disease outbreaks. The workshop will expand upon concepts taught in the introductory session offered last spring to include advanced statistical and mapping software features. During this hands-on session, participants will be asked to apply their knowledge of Epi Info to a public health outbreak scenario. Participants will also learn about various state-level health related databases and how these data can be imported into the software for analyses. We plan to offer this course two times during the grant year. This activity will be held in Spring, 2009. Instructors for this course will be: Kristi McClamroch, PhD, MPH- Assistant Professor of Epidemiology- SUNY Albany Glenn Copeland, Director, Division of Vital Statistics, Michigan Department of Community Health James Collins, MPH, RS, Manager, Surveillance Section, Division of Communicable Disease, Michigan Department of Community Health Robert Swanson, MPH, Manager, Division of Immunization, Michigan Department of Community Health

**Center Name** University of Michigan (A)  
**Activity Name** Planning and evaluating HSEEP compliant exercises  
**Category** Education and Training Activity

<b>Description</b>	This is an extension of the MI-CPHP training activities that focus on incident command. Continuing our work with the MDCH Office of Public Health Preparedness, we offer a next level course in which participants will learn how to plan and evaluate exercises using the Homeland Security Exercise and Evaluation Program (HSEEP). The HSEEP is a capabilities and performance-based exercise program that provides a standardized methodology and terminology for exercise design, development, conduct, evaluation, and improvement planning. This course will be offered on October 9, 2008, immediately following the Michigan Emergency Managers Association annual meeting in Traverse City, Michigan. Course instructor will be Phil Schertzing, PhD	
<b>Center Name</b> <b>Activity Name</b> <b>Category</b> <b>Description</b>	University of Michigan (A) Public Health Grand Rounds Education and Training Activity This activity is one on an ongoing series of Public Health Grand Rounds which include speakers and an audience from public health practice and academia. This 2-hour live and webcasted presentation will focus on issues of preparedness in vulnerable populations; specifically transient populations. MI-CPHP support of this activity includes course presenters honoraria and travel, marketing costs, staff support required to secure logistics for the event, including videotaping for live webcast. Instructors for this course include: Ed Morse, PhD Professor of Sociology Tulane University New Orleans, LA	
<b>Center Name</b> <b>Activity Name</b> <b>Category</b> <b>Description</b>	University of Michigan (A) Michigan's Premier Public Health Conference Education and Training Activity MI-CPHP will sponsor the emergency preparedness track at the two-day Michigan's Premier Public Health Conference. This annual conference attracts over 100 public health professionals statewide. All presentations are peer-reviewed and presented live at the conference. MI-CPHP support of this event will include funds to subsidize speaker fees, facility fees and A/V charges related to the emergency preparedness courses.	
<b>Partner-Requested Activity</b> <b>Center Name</b> <b>Activity Name</b> <b>Category</b> <b>Description</b>	University of Michigan (A) Public Health Action Support Team Deployments Partner-Requested Activity The purpose of the Public Health Action Support Team (PHAST) is twofold: 1) to provide University of Michigan School of Public Health graduate students with practical public health experience by participating in the following: - outbreak investigations - preparedness exercises - ongoing data collection projects - other events in association with state and local health departments and community-based organizations. 2) To provide an extra set of hands to public health agencies during times of need for surge capacity. The Michigan Department of Community Health and several local health departments have expressed a need to have a trained corps of public health students available to volunteer in helping them prepare for an emergency and assist during an emergency. In addition to Michigan based deployments, students will gain additional deployment experience through a week-long PHAST trip. The trip is a week-long deployment of approximately 15 students to organizations in need of trained public health assistance. By traveling to a site and spending a week at a host organization, the students will become emersed in the challenges and triumphs of real world public health, while providing a valuable service to the host organization. In past years, PHAST has provided much needed support to various organizations in New Orleans and the Mississippi Gulf Coast that are involved in hurricane relief and recovery efforts. MI-CPHP support of Michigan-based PHAST deployments includes staff support, and mileage reimbursements for students who participate in deployments. MI-CPHP support for the trip will include costs for travel and lodging for 15 students and 3 support staff.	
<b>Center Name</b> <b>Activity Name</b> <b>Category</b> <b>Description</b>	University of Michigan (A) Preparedness Internships Partner-Requested Activity MI-CPHP will provide funding support for seven MPH students supervised by Emergency Preparedness Coordinators, epidemiologists, and other public health staff integral to an emergency response to complete an internship at a state or local health department, tribal agency or community-based organization. All internships will include a project related to emergency preparedness. MI-CPHP support for this activity consists of providing a \$15/hr stipend for each full time intern and 7.65% fringe benefits.	
<b>Center Name</b> <b>Activity Name</b> <b>Category</b> <b>Description</b>	University of Michigan (A) no activity Partner-Requested Activity -	

<b>Supportive Activity</b>		
<b>Center Name</b>	University of Michigan (A)	
<b>Activity Name</b>	Training Gateway Development	
<b>Category</b>	Supportive Activity	
<b>Description</b>	MI-CPHP's training gateway development has focused on integration of course registration and course delivery in order to provide "one-click" access between registration and e-learning course delivery and to provide a single source registration system for all courses produced by MI-CPHP and the Michigan Public Health Training Center (MPHTC) at the University of Michigan School of Public Health. The training gateway currently provides registration and immediate access to all of MI-CPHP's ongoing online courses. In addition, integration of the registration portion of the training gateway with MPHTC has seen broadened interest in MI-CPHP's courses, as MPHTC's community-based public health workforce and national and international audience has made use of the combined gateway. MI-CPHP expects the training gateway to continue to grow its number of users, each of whom has immediate access to online courses and easy registration for a range of emergency preparedness and support courses. Continuous updates to the training gateway system are expected based on user feedback and staff administration requirements.	
<b>Center Name</b>	University of Michigan (A)	
<b>Activity Name</b>	Curriculum Committee Meetings	
<b>Category</b>	Supportive Activity	
<b>Description</b>	MI-CPHP convenes bi-annual meetings of the curriculum committee to discuss the MI-CPHP training plan, assess the effectiveness of courses presented and get stakeholder feedback. As the currently funded CPHP program winds down it will be important to continue meeting with the curriculum committee to share ideas for sustaining preparedness training activities MI-CPHP support of this activity includes teleconference call fees and mileage reimbursement for consultants to attend the meetings.	
<b>Center Name</b>	University of Michigan (A)	
<b>Activity Name</b>	Resource Publication	
<b>Category</b>	Supportive Activity	
<b>Description</b>	MI-CPHP continues to develop resources of use to the public health community, including information about available online courses, PHAST team deployments, publication of needs assessment results, and publication of exercise situation manuals and other training resources that can be used nationwide.	
<b>Center Name</b>	University of Michigan (A)	
<b>Activity Name</b>	Summit of Public Health Leadership	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The purpose of this activity is to convene a meeting for health officers and medical directors in Michigan's 45 local health departments and key state health department officials to update them on MI-CPHP training activities and to review the MI-CPHP training plan. As a result of this activity, MI-CPHP expects to gain further commitments from state and local public health officials to engage their staff in MI-CPHP training opportunities in the upcoming grant year. This activity is especially important as MI-CPHP continues to emphasize online learning as a core component of our training plan. Feedback from trainees attending our face-to-face courses indicates that health department staff are more likely to get approval to travel to a training course during work time than they are to get approval to complete online training during work hours. There is a valid concern among members of our training audience that opportunities for training will need to be acquired at home, rather than at work. It is our hope that holding a meeting of high level health officials to, in part, orient them to the work of MI-CPHP and the CPHP national network, will encourage health department managers to allow staff to take time during work to complete a series of short training modules on emergency preparedness topics. This meeting is planned for September 15, 2008 in order to get early buy-in from these important members of our target audience. MI-CPHP is a co-sponsor of this activity with the Office of Public Health Practice and the Michigan Association for Local Public Health.	
<b>Center Name</b>	University of Michigan (A)	
<b>Activity Name</b>	Presentation of CPHP Work	
<b>Category</b>	Supportive Activity	
<b>Description</b>	MI-CPHP will present poster and oral presentations, as accepted, at the 2008 APHA meeting, the 2008 joint ASTHO/NACCHO meeting, the 2009 American Evaluation Association Annual Meeting, and the 2009 NACCHO Preparedness Summit to promote the work of the MI-CPHP and the CPHP network. Additionally, MI-CPHP staff will continue to submit abstracts to statewide and national conferences to further present on the activities of MI-CPHP. MI-CPHP support of this activity includes registration fees, poster development and printing, and staff travel costs related to conference presentations.	
<b>Center Name</b>	University of Michigan (A)	

<b>Activity Name</b>	Exhibiting	
<b>Category</b>	Supportive Activity	
<b>Description</b>	MI-CPHP will exhibit at the NACCHO Preparedness Summit, ASTHO-NACCHO Annual Meeting, Council of State and Territorial Epidemiologists (CSTE) Annual Meeting, National Association of Local Boards of Health Annual Conference, Michigan Premier Public Health Conference, and the Statewide Epidemiology Conference, among others, to promote the work of the CPHP network. MI-CPHP materials, as well as CPHP materials provided by ASPH, will be made available at the exhibit booth. Additional exhibiting at statewide conferences and course offerings will take place to further market the activities of MI-CPHP. MI-CPHP support of this activity includes exhibit registration fees, design and copying of marketing materials for the exhibit, and staff travel costs related to exhibiting at conferences.	
<hr/>		
<p style="text-align: center;"><b>University of Minnesota</b>  <a href="#">Return to top ^</a></p> <p><b>Education and Training Activity</b></p>		
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Public Health Institute	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	1) Support an estimated 10-12 Public Health Institute courses through marketing, planning, and logistics staffing, evaluation and scholarship. Specific courses are to be determined based on priority needs. 2) Scholarships will again be made available for Institute participants from local and state health departments enrolled in preparedness, food safety and biosecurity and infectious disease courses. 3) ITV or other distance-based learning opportunity will be piloted for delivery to North Dakota partners	
<hr/>		
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Public Health Emergency Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Minnesota currently has a series of nine awareness level online modules. These modules are free and available to all through the UMNCPHP website. Modules are: Contact Investigation, Decontamination, Disaster Mental Health, Disease Surveillance, Isolation and Quarantine, Personal Protective Equipment, Mass Fatalities, Special Populations, and Zoonoses. During 2007-08, we will: Continue to host these nine modules on the UMNCPHP website Review module evaluation data Based on priority need, engage subject matter experts in the review and revision of up to 3 modules. Continue to host online skill development guides which are designed to enhance the content of the modules through discussion and application among workgroups or colleagues. Three guides have been developed. These guides address contact investigation, special populations and disease surveillance. Continue outreach regarding these resources through structured process that includes reach and evaluation information feedback from guide users. Host online case-based assessment developed in 2007-08.	
<hr/>		
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Agriculture and Environmental Health	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Continue to host online training resources: "Protecting Our Food System from Intentional Attack" "Emergency Preparedness and Response for Environmental Health Professionals" which also has a companion trainer guide that includes Power Point slides, speaker notes and training. The guide is available in print format or can be downloaded electronically.	
<hr/>		
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Veterinary Public Health and Executive Program in Public Health Practice	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Support the Veterinary Public Health (VPH) and Executive Program in Public Health Practice (EPHP) through marketing, support and logistics staffing, and scholarships to assist the University of Minnesota School of Public Health prepare public health students through academic programs for preparedness and emergency response capacity development. Support curricula permitting professionals to attain competencies in terrorism and emergency preparedness, infectious disease epidemiology and food safety and biosecurity. Goal is to encourage the enrollment of 30 new students in Veterinary Public Health (DVM/MPH) and ten new students in the Executive Program in Public Health Practice (MPH) each year to focus on coursework in these areas. An additional 5 graduate students from other programs would be expected to participate in select courses annually.	
<hr/>		

<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Public Health Certificate in Food Safety and Biosecurity	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Support the Public Health Certificate in Food Safety and Biosecurity (Food Protection) through marketing, support and logistics staffing. to assist the University of Minnesota School of Public Health prepare public health, food industry and other working health and human services professionals through academic course work to attain competencies to protect the health and well being of the community through a safer food supply. The curriculum for the Certificate is based on 14 credits or 210 hours of Internet and Public Health Institute-based academic study. During the project year, the UMNCPHP will make available the free on-line modules on business continuity that were developed in 2007/2008. Business continuity planning is particularly important for environmental health specialists and local public health personnel who interact with restaurant operators and small business owners. .	
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Public Health Certificate in Preparedness, Response and Recovery	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Support the Public Health Certificate in Preparedness, Response and Recovery through marketing, support and logistics staffing, and scholarship to assist the University of Minnesota School of Public Health prepare public health and other working health and human service professionals through academic course work to attain competencies in terrorism and emergency preparedness to protect the health of the community. The curriculum of the University of Minnesota Regents' Certificate is based on 180 hours of Internet and Public Health Institute-based academic study. The curriculum is built upon the bio-terrorism and emergency readiness competencies ( <a href="http://cpmcnet.columbia.edu/dept/nursing/institute-enters/chphsr/COMPETENCIES.pdf">http://cpmcnet.columbia.edu/dept/nursing/institute-enters/chphsr/COMPETENCIES.pdf</a> ) and includes courses such as Disaster Behavioral Health, Incident Management System, Pandemic Influenza Planning, Planning for Urgent Threats, Principles of Risk Communication, Communication and Information Technology Tools for Public Health Preparedness, Media Relations, Public Health Law, Advances in Molecular Epidemiological Analysis and coursework in various infectious diseases. These courses are offered at the University of Minnesota Summer Public Health Institute which is a three-week intensive training period offered each year. Students typically take 6 credits at each of two Institutes and finish the program within 13 months. Students who selected the Public Health Certificate in PRR will attain knowledge, skills and attitudes to protect the health of the community through public health strategies (competencies). These students will be able to help strengthen the country's ability to respond to terrorism and public-health-related emergencies; and coordinate critical activities among industry, non-profit organizations, government and academia. Thirty-four students have enrolled (three withdrew) and nineteen have graduated since its inception under the ACPHP program in 2003. Graduates are working in the following public health settings: two in the state department of health in bioterrorism and public health preparedness (ND), one in the state department of health emergency management (NY), one in the state dept of health and also a PhD candidate (MN), six in the state department of health (MN), two in the city health department preparedness planning (MN), five county public health (MN), and one pursuing a PhD on a full-time basis.	
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Competency Mapping Training Materials	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This training product is available in both online and hard copy/CD formats in order to enhance accessibility. In 2008-09, we will continue to make this content available via these formats.	
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Minnesota Preparedness Conference	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	In co-sponsorship with the Minnesota Department of Health, convene statewide or local/regional conference(s) to reach wide-ranging disciplines with public health and health care preparedness roles and responsibilities. Specific topics and content will be determined via a collaborative planning process.	
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	UMN School of Public Health Community Briefing in Public Health Preparedness, Response and Recovery	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	In 2008, UMNCPHP sponsored the delivery of a session on 'Ethics in the Worst of Times: Rationing to Protect the Public's Health During a Severe Influenza Pandemic.' These session included delivery to interactive remote sites in Minnesota and at the request of state partners. It was also made available for viewing in North Dakota. This session was taped and will continue to be available via UMNCPHP website.	

<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Tribal Response	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Based on input from the participants of previous grant activity trainings, we will conduct two, two-hour trainings in preparedness topics that affect local government, tribal health facilities and staff, emergency responders and public health professionals capacity to respond. This program activity will build upon previous grant years activities in tribal preparedness training in responding to public health emergencies including the 2006, 2007, and 2008 local and regional tribal emergency preparedness coordinator training events held in partnership with the Minnesota Department of Health and additional tribal community trainings in incident command and front line worker protection.	
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Medical Reserve Corps / Volunteer Workforce Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	1. Based on feedback from target audiences, refinements will be made to the tools for managing volunteers during and after a disaster. 2. Host and provide outreach regarding all modules and resources developed through this activity - see section above. Outreach will be detailed under Outreach Plan. 3. Prioritize additional training needs. Prevent duplication of training by determining whether there is existing suitable training at appropriate level to meet need. Modify, adapt, or develop one training resource to meet identified need. 4. Pilot test new learning resource with Minnesota Medical Reserve Corps and/or others.	
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Digital Learning Activity- Disaster in Franklin County: A Public Health Simulation	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This is a continuation of the digital learning activity, Disaster in Franklin County: A Public Health Simulation. The simulation will continue to be offered as a free online learning tool and is intended to provide local public health workers an opportunity to apply their skills in emergency response and recovery. The activity simulates a natural disaster involving a severe storm striking a community resulting in wind damage, flooding, evacuated homes, and loss of power. The activity participant responds to the resulting public health related issues. It is offered on an ongoing basis. Participants can register and complete the training at anytime. They may also quit during the activity, and resume where they left off at a later time. The simulation is also being used as an evaluation tool to help answer the question: "Is there any difference in the way in which students or graduates of programs with course work reflecting Bioterrorism and Emergency Readiness competencies respond to questions posed in a simulated emergency?"	
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Emergency Readiness Rounds	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Selected sessions will be hosted and maintained as archived webcasts on the UMNCPHP website.	
<b>Partner-Requested Activity</b>		
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Exercise Evaluation Support	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	UMNCPHP Staff with training in exercise evaluation will serve in a supportive role for exercise design, planning, implementation and evaluation as requested by state and local partners. These staff will participate by attending planning meetings, providing consultation and/or acting in the role of exercise evaluators. In the role of evaluator these staff will observe, record and provide requested feedback intended to assist the requesting entity in identifying preparedness strengths and needs including training needs. In addition, when possible, these staff will suggest the use of evaluation methods or strategies that might strengthen the usefulness of data collected. Staff will evaluate up to a total of three exercises in Minnesota, North Dakota and Wisconsin. Wherever possible, evaluation will be linked to specific training in an effort to measure the impact of that training.	
<b>Supportive Activity</b>		
<b>Center Name</b>	University of Minnesota	
<b>Activity Name</b>	Learning Management System	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The existing LMS developed by UMNCPHP allows for generation of reports of competencies acquired in trainings taken through our Center. This system is now linked directly to the latest online registration system. We will continue to use the online registration system and competency report generation processes. Grant support allows for ongoing maintenance of the system and entry of competency	

data by staff. Our Center also partners extensively with the Minnesota Department of Health and their development of MN.TRAIN website for their LMS. All our open enrollment courses and online modules are posted on the national, Minnesota- and Wisconsin-specific sites. Our staff member posts courses, maintains rosters, compiles feedback and answers questions from users about specific trainings.

<b>Center Name</b>	University of Minnesota
<b>Activity Name</b>	Advisory Cooperative and Collaboration
<b>Category</b>	Supportive Activity
<b>Description</b>	1. Convene Advisory Cooperative and UMNCPHP Executive Committee twice yearly onsite or via conference call. 2. Provide a structured forum for Advisory Cooperative members from North Dakota, Wisconsin and Minnesota to identify and share key preparedness training activities/resources as part of Advisory Cooperative meeting. 3. Assess needs and share resources through participation and exhibiting at state-sponsored meetings and conferences.
<b>Center Name</b>	University of Minnesota
<b>Activity Name</b>	National Conference Attendance
<b>Category</b>	Supportive Activity
<b>Description</b>	Attendance at national conferences for sharing of CPHP activities and resources and gathering of information on public health needs and existing training materials for potential adaptation. These conferences include the All-Hands CPHP Conference scheduled for September 24-25, 2007 in Atlanta, Georgia; NACCHO Public Health Preparedness Summit and APHA.
<b>Center Name</b>	University of Minnesota
<b>Activity Name</b>	Public Health Preparedness Awareness Training and Outreach
<b>Category</b>	Supportive Activity
<b>Description</b>	UMNCPHP faculty and staff content experts will present public health preparedness topics as requested by University programs, state and local public health agencies, professional associations and others associated with public health preparedness goals for a collaborative response. PI and Coordinator will participate in monthly CPHP conference calls. UMNCPHP will attend/share materials at state and local level conferences to enhance outreach and dialogue regarding training needs.

## University of North Carolina at Chapel Hill

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	NCCPHP Training Web Site: Online training modules covering incident command system, biological and chemical agents, public health emergency law, epidemiology, emerging and reemerging disease agents and other topics
<b>Category</b>	Education and Training Activity
<b>Description</b>	In order to improve the capacity of the public health workforce to prepare for and respond to terrorism, infectious disease, and other public health emergencies, the North Carolina Center for Public Health Preparedness (NCCPHP) launched a Training Web Site in February 2003. The Training Web Site currently offers more than 150 short Internet-based modules to 24,456 registered users (as of February 29, 2008) for free continuing education units. NCCPHP chose to use distance learning technology based on a strong existing infrastructure and expertise in distance learning already in place at the University of North Carolina School of Public Health (UNC SPH), the flexibility of distance learning to offer "just-in-time" training, and results of the NCCPHP's Public Health Workforce Development System assessment survey (2002-04), which indicated that of 9,299 public health professionals who completed the survey, 90% had access to the Internet at work, and 74% had access to the Internet at home. The objective of the Training Web Site is to provide short online training modules that meet learner needs for knowledge and awareness building in topics related to public health preparedness. Training Web Site modules are developed by NCCPHP faculty and staff, UNC SPH faculty, and guest experts from local, state, and federal public health agencies. Modules are reviewed by NCCPHP staff for quality and clarity. Registered users have access to more than 150 short online training modules on topics including bioterrorist agents, disaster planning and recovery, epidemiology methods, forensic epidemiology, incident command systems, nuclear terrorism, outbreak investigations, surveillance, workforce development, and other topics. Each NCCPHP Training Web Site module is delivered via the Internet and includes downloadable PowerPoint slides with a script, a synchronized audio lecture, and quiz questions. Each training module is matched to relevant Core Public Health, Bioterrorism and Emergency Readiness, and CDC / CSTE Epidemiology Competencies. To prevent duplication of existing resources, these resources are reviewed before new trainings are developed. For the 2008-

09 project year, NCCPHP will continue to focus on improving the Training Web Site. We will continue with a new evaluation that was implemented during the 2006-07 project year, as well as completing updates to existing training modules as determined necessary by an overall site review and user feedback. All training materials are sharable and will continue to be posted on the CPHP Resource Center. The director of distance learning and the graduate research assistant for distance learning will be responsible for the continued development of the NCCPHP Training Web Site. With carry forward funding from 2007-08, NCCPHP will complete a review of all NCCPHP trainings available on the Training Web Site to ensure that they meet identified competencies. All trainings will also be matched to the new Applied Epidemiology Competencies (developed by CDC and CSTE).

<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Team Epi-Aid: A volunteer student surge capacity team for outbreaks, natural disasters, and other public health emergencies
<b>Category</b>	Education and Training Activity
<b>Description</b>	Team Epi-Aid was established in January 2003 to provide UNC SPH students with practical public health experience through participation in outbreak investigations and other applied public health projects in association with state and local health departments in North Carolina, while also providing these departments with workforce surge capacity. The local or state health department and/or NCCPHP project staff supervise all activities. The concept of Team Epi-Aid is loosely based on the Centers for Disease Control and Prevention's (CDC) Epi-Aid assistance to state health departments. Team Epi-Aid is a resource that can be quickly mobilized to address health problems that need an immediate response. There are currently 130 active members of Team Epi-Aid, representing all departments of the UNC SPH, as well as the Schools of Medicine, Nursing, and Pharmacy. Since January 2003, Team Epi-Aid members have provided more than 3,500 hours of volunteer surge capacity assistance to the NC Division of Public Health and local health departments. Activities for 2007-08 included investigations of outbreaks of cryptosporidiosis, E. Coli, respiratory disease; moderation of a national vaccine prioritization community meeting; a hurricane evacuation survey; and community health assessments in several North Carolina counties. During 2008-09, Team Epi-Aid members will continue to be offered training opportunities including online training modules for protection of human research subjects, outbreak investigations, foodborne outbreaks, and designing questionnaires; face-to-face classroom training, including Epi Info software and GIS for public health; and activity-specific trainings on an as-needed basis. In addition to formal training opportunities available to Team Epi Aid members, volunteers also benefit from practical training through participation in outbreak investigations, disaster response, and training drills. Students gain practical skills through face-to-face and telephone data collection efforts, data analysis projects, assisting with questionnaire and study design, and scientific report writing. The project director and a research associate for epidemiology coordinate the Team Epi-Aid project.
<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	FOCUS on Field Epidemiology: A bimonthly online periodical
<b>Category</b>	Education and Training Activity
<b>Description</b>	FOCUS on Field Epidemiology / Enfoque en Epidemiología de Campo ( <a href="http://www.sph.unc.edu/nccphp/focus/">http://www.sph.unc.edu/nccphp/focus/</a> ), is a bimonthly periodical on field epidemiology published by NCCPHP in both English and Spanish. Issues of FOCUS are delivered to subscribers every two months via e-mail and are available on the NCCPHP Web site. Each issue of FOCUS provides materials for self-paced learning or group training sessions, including PowerPoint™ slides, discussion questions, interactive activities, and facilitator's notes. There are currently a total of 2249 subscribers to FOCUS in English and 244 subscribers to FOCUS in Spanish. Subscribers to FOCUS include local, state, and federal public health professionals. During the 2008-09 project year, NCCPHP will produce the following FOCUS issues: 1) An Introduction to Surveillance 2) Advanced Surveillance and 3) Public health ethics and preparedness. A research associate epidemiologist and a research associate for training and education, as well as a graduate research assistant, will develop, review, edit, and distribute new issues of FOCUS.
<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Graduate Certificate Program in Field Epidemiology Methods
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Certificate in Field Epidemiology is a 12-credit graduate-level program for public health professionals designed to help the public health workforce respond to emerging and reemerging health threats, including the threat of bioterrorism. The program was developed by NCCPHP and the Department of Epidemiology at the UNC SPH, and is taught completely online by faculty from the Dept of Epidemiology and NCCPHP. The Certificate is co-sponsored by the North Carolina Institute for Public Health, the Dept of Epidemiology, and funded in part by tuition receipts. The Certificate was developed in part with a grant from the Provost's Office of the University of North Carolina. Four 13-week courses make up the 12-credit program. The courses are Principles of Epidemiology for Public Health, Methods in Field Epidemiology, Principles and Methods of Applied Infectious Disease Epidemiology, and Fundamentals of Public Health Surveillance. Specific topics related to public health preparedness include: bioterrorism and syndrome-based surveillance, medical examiner-based surveillance, infectious disease

	<p>epidemiology, including Category A, B, and C biological agents, new and reemerging infectious diseases, outbreak investigations, risk and crisis communications, writing an investigation report, forensic epidemiology, public health traceback, geographic information systems (GIS), and legal public health preparedness. The target audience of the Certificate in Field Epidemiology is public health professionals who wish to learn the principles of field epidemiology or students interested in a career in applied public health. Students enroll in the fall or spring semester and complete one course per semester to accommodate students who wish to remain in the workforce. There are 58 students enrolled in the current cohort, and 75 students have completed the program. This activity enhances the evidence base for effective preparedness education and contributes to the network of academic-based programs with curriculum in this area. The project director serves as faculty. In addition, the distance learning coordinator, the research assistant for distance learning, and a research associate epidemiologist also contribute to the program.</p>	
<b>Center Name</b>	University of North Carolina at Chapel Hill	
<b>Activity Name</b>	Teaching graduate-level courses in preparedness at UNC SPH as part of the Certificate Program in Community Preparedness and Disaster Management	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	<p>NCCPHP faculty and staff continue to provide academic training in public health preparedness to students at the UNC SPH. As part of the Certificate Program in Community Preparedness and Disaster Management in the Department of Health Policy and Administration, Pia MacDonald, PhD, MPH, teaches a course module on forensic epidemiology. All courses in the Certificate Program in Community Preparedness and Disaster Management are offered online through the UNC SPH. New cohorts of approximately 50 students enroll in the Certificate two times per year, so the Forensic Epidemiology course is taught two times during the CPHP project year to approximately 100 students. Students enrolled in the Certificate Program in Community Preparedness and Disaster Management receive 12 hours of graduate-level credit for completing the Certificate, which is transferable to the MPH program at the UNC SPH, as well as a newly approved MS in Disaster Management at the UNC SPH. Students in the Certificate program come from a wide range of professional backgrounds, including public health, veterinary medicine, fire, police, emergency medical services, emergency management, environmental science, military, and other fields. Dr. Pia MacDonald will continue to be involved in this activity.</p>	
<b>Center Name</b>	University of North Carolina at Chapel Hill	
<b>Activity Name</b>	Introduction to Communicable Disease Surveillance and Investigation in North Carolina: A Free Hybrid Internet/Classroom Course for Public Health Nurses	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	<p>Introduction to Communicable Disease Surveillance and Investigation in NC is a free hybrid internet/classroom course for public health nurses offered two times per year. The goals of the course are to enhance communicable disease nurses' skills in investigating and reporting communicable diseases in their communities, improve accuracy in filling out the disease reports and supplemental surveillance forms, and develop computer literacy for a new Internet-based disease reporting and outbreak management system that was introduced in 2007. The course consists of five modules. Modules 1-4 take 14 weeks to complete and are completely Internet-based. These modules cover NC communicable disease laws and rules and how federal regulations affect public health activities at the state and local levels. They also include case definitions for all reportable diseases and emphasize how to approach corresponding case investigation and contact tracing. Each module includes PowerPoint slides with an audio lecture and script, pre- and post-tests, and a graded activity. Module 5 is a one-day face-to-face training and outbreak investigation exercise. After a brief overview of the history of epidemiology, major threats to global public health, and the organization of state-level surveillance activities, course participants receive training on the roles and responsibilities of epidemiology teams, multidisciplinary groups that include individuals with the collective skills to respond to a public health emergency. During an outbreak investigation exercise, participants must demonstrate knowledge of the steps of an outbreak investigation; how to collect, analyze, and present outbreak data using line listings and epidemic curves; and how to communicate with the public and media. Competency demonstration is observed by staff from NCCPHP, who evaluate course participants' ability to function as a member of an epidemiology team and to perform the assigned tasks. As of May 2008, 255 nurses from all 85 of North Carolina's local health departments will have completed the course. A research associate for epidemiology serves as faculty for this course and the research assistant for distance learning provide technical support to enrolled students.</p>	
<b>Center Name</b>	University of North Carolina at Chapel Hill	
<b>Activity Name</b>	Mental Health Disaster Response Network Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	<p>In 2006-07, NCCPHP worked with the North Carolina Disaster Response Network (NCDRN) Task Force to adapt an existing statewide program to train mental health professionals interested in volunteering in disaster response activities for delivery via distance learning for just-in-time training. The training program was previously delivered face-to-face in two sessions per year as an orientation training for new volunteers and also as a refresher training for existing volunteers seeking to improve their skills. A wide variety of mental health professionals</p>	

including psychiatric nurses, psychologists, social workers, licensed professional counselors, and licensed marriage and family therapists have taken the training. However, geographic and time constraints made it difficult to implement the training to a larger audience. The online modules were completed and made available to members of the NCDRN during the 2007-08 program year. In the upcoming project year, NCCPHP will work with state partners who have requested adapted course modules for their state disaster response network. States that have tentatively requested adapted materials include Arizona and Georgia. Using carry-forward funds, NCCPHP will also produce at least 1000 additional copies of both the English and Spanish version of the CDROM of these trainings to meet partner requests.

<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Improving Local Public Health Preparedness Coordinator Functions: An Online Course Covering the Preparedness Coordinator role as planner, trainer, and liason
<b>Category</b>	Education and Training Activity
<b>Description</b>	The NC Public Health Regional Surveillance Teams (PHRST) each have a nurse epidemiologist who serves as a resource for the local health department preparedness coordinators in their region. Most local health departments in NC have a local preparedness coordinator who is responsible for many public health preparedness projects at the local health department, including pandemic influenza, SNS and other planning, training of other staff around incident command system, respiratory protection, and other topics, and serving as a liason between the local health department and other response partners such as law enforcement, emergency management, and local school system. Due to the broad areas of responsibility for local public health preparedness coordinators, the PHRST nurses have developed a training and resource manual for local preparedness coordinators. However, the PHRST nurses recognize that the distribution of a manual without the development of a training program and support and mentorship will not have the desired impact of improving preparedness coordinator function in these roles. During 2007-08, NCCPHP worked with the PHRST nurses to develop a 6 module online training course related to the resource manual. The six modules include an introduction, planning, working with partners, exercises and drills, communication, and workforce development. A major focus of the course is on mentorship, with each module providing an opportunity for online discussion with experienced preparedness coordinators. The asynchronous discussion forum on the Blackboard course management system is utilized to facilitate this mentoring. A NCCPHP social research assistant for distance learning will assist with continued course implementation, including online support and technical assistance.
<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Preparing journalists and health communicators for communication with the public on issues related to public health preparedness
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Office of Distance and Executive Education at the University of North Carolina School of Journalism and Mass Communication is one of the premiere organizations for providing those working in the field of journalism with continuing professional education and training ( <a href="http://www.jomc.unc.edu/executiveeducation">http://www.jomc.unc.edu/executiveeducation</a> ). During the previous 2 project periods, NCCPHP partnered with the School of Journalism to present two one-day training programs, How Will Avian Influenza Affect North Carolina? and Understanding HIPAA: A Seminar On The Health Insurance Portability And Accountability Act and its Application to Public Health Preparedness. Based on the success of thses program, NCCPHP will again partner with the UNC School of Journalism to provide a customized one-day trianing program for journalists and health communicators. The focus of this training course will be improving the ability of journalists and health communicators to communicate information about health risks related to public health preparedness effectively to the public. Potential topics include MRSA, natural disasters, and other public health preparedness topics. A research associate for training and education will be the primary contact for the partner for the development of this program and will provide subject matter expertise and assist in speaker recruitment.
<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Occupational health training for public health responders to infectious disease investigations
<b>Category</b>	Education and Training Activity
<b>Description</b>	The West Virginia Bureau of Public Health has guidelines and protocols for public health field invetigations. In order to improve staff compliance with protocols and protect the health of staff, the West Virginia Bureau of Public Health requested to partner with NCCPHP to create an online training module for field investigation staff based on updated infection control guidelines and protocols. NCCPHP will develop a two-part online training module in PowerPoint with a script. The training module will also include a hands-on learner activity. The module will include reflective questions throughout to test learner uptake of materials.
<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Training Video: Using ICS in Disease Outbreaks
<b>Category</b>	Education and Training Activity

<b>Description</b>	<p>To date NIMS (National Incident Management System Compliance) in public health in North Carolina has consisted largely of completing basic ICS courses (ICS 100, 200, 700 and/or 800). This can be considered the first phase of NIMS compliance. While updated guidelines for 2007-08 NIMS compliance have not yet been released, it is very likely that demonstration of the use of ICS in incident response and exercises may be part of the compliance criteria. There is very little available instruction on practical use of ICS in a public health setting making the practical application of ICS to public health (and demonstration of competence in ICS use) difficult. Upon request from partners, NCCPHP proposes to develop a training DVD that will demonstrate application of ICS in a typical public health setting, namely a disease outbreak investigation. The 90-minute DVD will take viewers through a simple disease outbreak scenario and show them how to use ICS to manage the investigation efficiently and effectively. The DVD will be accompanied by a workbook with discussion questions and practical exercises that will provide an opportunity to utilize ICS organizational tools. NCCPHP will work with the partner, North Carolina Public Health Regional Surveillance Team 6 (PHRST 6) to develop the video content. PHRST 6 has been advocating the use of ICS in public health for over 5 years through teaching and use in the field and has practical experience in applying ICS in a disease outbreak setting. NCCPHP worked with PHRST 6 several years ago to develop a basic online training in ICS for the NCCPHP Training Web Site, which as of June 30, 2007 had been completed by 1,104 public health professionals for CEU credits. The video will be developed in DVD format and will be distributed to public health agencies in the PHRST 6 region and made available to other PHRST teams across North Carolina. An NCCPHP research associate for training and education will be primarily responsible for this project.</p>
<b>Supportive Activity</b>	
<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Public Health Workforce Development System: A Learning Management System
<b>Category</b>	Supportive Activity
<b>Description</b>	<p>Original grant guidance for Centers for Public Health Preparedness outlined the need to develop a learning management system including an assessment of training needs and competency-matched training opportunities for public health workers. NCCPHP partnered with the North Carolina Division of Public Health, Office of Public Health Preparedness and Response and the Instructional and Information Systems group at the UNC SPH to develop and maintain an online learning management system called the Public Health Workforce Development System, located at PublicHealthPreparedness.org. More than 10,000 public health workers use the Public Health Workforce Development System to assess their individual training needs and interests, identify training opportunities that meet those needs, and track their training progress over time. During the first half of the 2007-08 project year, 555 new public health staff in NC signed on and completed a new assessment in the system. During the 2006-07 project year, 1092 public health staff completed the assessment for Project Public Health Ready Certification and State Health Department accreditation. The Public Health Workforce Development System was designed to improve the training and preparedness of the public health workforce. The system includes an initial needs assessment, a competency matcher to identify training needs, a clearinghouse of training resources, a registration system for online training courses and materials, and a follow-up assessment to record the specific skills added or enhanced. All applications use the Internet and are accessible by individual participants. Also, the system allows designated users to perform administrative functions, submit trainings, and create aggregate data reports. A research associate for training and education will manage the PHWDS, offer technical support to local public health departments and individual users, and monitor training and feedback of the public health workers who use this learning tool.</p>
<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Preparation for and travel to meetings and conferences for NCCPHP staff to present information about NCCPHP training programs and lessons learned
<b>Category</b>	Supportive Activity
<b>Description</b>	<p>NCCPHP continues to share accomplishments, lessons learned, and models with public health preparedness colleagues at professionals meetings. During the 2008-09 project year, NCCPHP anticipates having abstracts accepted for presentation at the following meetings and conferences: American Public Health Association Annual Meeting, National Association of City and County Health Officials Preparedness Summit, National Association of City and County Health Officials Annual Meeting, and Natural Hazards Center Disasters Conference. During previous project years, the North Carolina Center for Public Health Preparedness has submitted abstracts to national public health conferences in order to share best practices or pilot projects developed as part of the CPHP grant. Presenting successful training programs at these meetings and conferences has been an excellent way for NCCPHP to share successful training programs and to provide information to other states who would like to replicate these types of training programs without unnecessary duplication of effort. Travel funds will only be used to attend these meetings when an NCCPHP staff member will be a presenter. These funds are not utilized for professional development purposes.</p>
<b>Center Name</b>	University of North Carolina at Chapel Hill
<b>Activity Name</b>	Exhibiting at state, regional, and national public health meetings to disseminate

<b>Category</b>	NCCPHP training materials	
<b>Description</b>	Supportive Activity In previous project years, NCCPHP has seen growth in the use of our online training materials and requests for assistance due to marketing efforts that include exhibiting at state and national meetings and conferences. These efforts have increased the visibility of NCCPHP products and resources, and have encouraged personal contact between NCCPHP staff and the public health workforce. These contacts have led to the development of new partnerships and other outreach for training. The research associate for marketing and communication will prepare printed materials for these meetings and staff the NCCPHP exhibit. To further increase dissemination of existing materials and offer additional opportunities for interaction and feedback, we plan to exhibit at the following meetings for 2008-09: North Carolina Public Health Association, September 23-26, 2008 - Exhibit at booth ASTHO-NACCHO Annual Conference, September 9-12, 2008 - Exhibit at booth shared with UNC SPH American Public Health Association, October 25-29, 2008 - Exhibit at booth shared with UNC SPH Public Health Preparedness Summit (NACCHO), February 16-20, 2009 - Exhibit at booth North Carolina Epi Teams Annual Conference, May 2009 - Exhibit at booth	
<hr/>		
<p style="text-align: center;"><b>University of Oklahoma (A)</b></p> <p style="text-align: center;"><a href="#">Return to top ^</a></p>		
<b>Education and Training Activity</b>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	CERT - Volunteer Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Six offerings of this course will be made during budget year 5. The specific modules include information related to disaster preparedness, fire safety, disaster medical operations, light search and rescue, CERT organization, disaster psychology, terrorism, course review and disaster simulation. In addition, the instructors will be using the simulated scenarios developed by the SWCPHP for evaluation of simulation as a teaching tool.	
<hr/>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	Preparedness Education & Training for Native Americans	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	4-6 hour seminars and trainings will be provided by SWCPHP for tribal partners to be sure tribal clinics and health care facilities are prepared to administer vaccinations during an all hazards event. Sessions will be offered for tribes declaring need for these services. The SWCPHP will be communicating through the IHB and ITEM C to identify/recognize clinics with most need.	
<hr/>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	Tribal Preparedness Summit	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Face to face workshop with speakers for tribal audience. Hands on experience in developing template. Participants will have some job responsibility related to preparedness. Topics will include how to continue essential operations. survivability of critical equipment, records and other assets; how to minimize business damage and losses; how to achieve orderly response and recovery from an incident' how to ensure succession of leadership.	
<hr/>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	CERT Volunteer Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Four additional offerings of this course will be provided to the Citizens Fire Academy in Oklahoma City.	
<hr/>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	FEMA Debris Management	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	FEMA instructors will travel to Oklahoma to provide debris management training to Tribes located in Oklahoma. This will be one of the first offerings of this course by FEMA on the road.	
<hr/>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	Parent Child Story Telling: Coping with All Hazards Events	
<b>Category</b>	Education and Training Activity	

<b>Description</b>	Part I 1) Review of literature on stories, coping, children, parents and caregivers 2) Develop a White Paper on the rationale and evidence for using stories to help children, parents and caregivers cope with all hazard events 3) Write a parent's guide for using children's literature to help children, parents and caregivers cope with all hazard events Part II 3) With assistance from a Subject Matter Expert (SME) in children's literature, choose one to three selections from the children's literature for use in this pilot project 4) With assistance from a Subject Matter Expert (SME) in children's literature, review each selection for appropriate themes and content 5) Develop parental and caregiver instructions for using these selections in response to an all hazard event	
<hr/>		
<b>Partner-Requested Activity</b>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	All Hazards Response Recordings/Dissemination/CD's	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	Provide assistance to the MRC for the recording of two trainings: Acute Chemical Emergencies and Acute Radiologic Emergencies. Provide production of CD's and assist in the dissemination to MRC volunteers across the state; post videos on website for all to view. Provide assistance to OSDH for the recording and posting of two trainings for Public Health Workforce.	
<hr/>		
<b>Supportive Activity</b>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	Testing a 3D application utilizing OLIVE in CERT Training	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Use Forterra software to test, pilot, evaluate and enhance a 3D application utilizing OLIVE for CERT Training. Traditional CERT Curriculum will be enhanced with 3D applications in a Virtual world and simulate various scenarios pertinent to CERT training. Evaluation of skills and competencies and to assess application of knowledge learned in didactic sessions will be employed.	
<hr/>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	Program, Process and Impact Evaluation	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The BioInformatics and Data Management Center will perform external process and impact evaluation of the activities conducted by the SWCPHP over the last 4 years. In addition, Dr. Michael Brand will lead an impact evaluation of courses completed at the least, within the last two years.	
<hr/>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	Evaluation of the Success, Lessons Learned and Outcomes of Public Health Education and Training	
<b>Category</b>	Supportive Activity	
<b>Description</b>	With emphasis on Goal 3 – People Prepared for Emerging Health Threats – will evaluate SWCPHP activities to include pandemic preparedness and strategies for schools, community resilience/mental health programs for the Northeast Regional Colorado Citizen Corp, and will provide direct focus groups to determine survivability of the current Medical Response Corps of Volunteers. In addition, a survey will be conducted to determine the long range impact of West Nile, Plague and Zoonosis Update for state and local health departments provided during the past 5 years.	
<hr/>		
<b>Center Name</b>	University of Oklahoma (A)	
<b>Activity Name</b>	Virtual Simulation of MRC Response	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The activity will enhance the required MRC training, titled "Answering the Call - Health and Medical Preparedness and Response in New Mexico." The enhancement will allow members from 6-10 different communities to come together in a virtual world and simulate various components of response learned in the training. The simulation will use the Second Life grid and an "island" of land dedicated to this activity, which will be developed by the SWCPHP staff at the University of New Mexico and MRC members.	
<hr/>		

## University of Pittsburgh (A)

[Return to top ^](#)

### Education and Training Activity

**Center Name** University of Pittsburgh (A)

<b>Activity Name</b>	Graduate Certificate Program in Public Health Emergency Preparedness and Disaster Response	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The Certificate Program requires 15 graduate academic credits to complete, made up of four required course and two or more electives. The courses are currently provided on the Pittsburgh campus during fall, spring and summer terms. Required courses include: 1. Introduction to Public Health Emergency Response 2. Risk Communication 3. Environmental and Occupational Emergency Response 4. Issues in Bioterrorism Electives may include courses such as "Mental Health during Emergencies," Public Health Legal Preparedness" and "Infectious Disease Epidemiology", among others. The program is open to graduate students enrolled in the School of Public Health or other graduate schools and to non-degree students. Non-degree students must have a bachelor's degree, apply to the school and pay tuition. As of April 2008, 25 students have graduated and 19 are currently enrolled.	
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Pennsylvania Preparedness Leadership Institute	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The Pennsylvania Preparedness Leadership Institute (PPLI) is a collaborative effort between the Pennsylvania Department of Health (PADOH), the Pennsylvania Emergency Management Agency (PEMA) and the University of Pittsburgh Center for Public Health Preparedness (UPCPHP). There are three Programs offered by the Institute currently. REGIONAL: The Regional Program of PPLI is held yearly in each of PEMA's three Regions. Those attending this Program represent public health, public safety, emergency management, emergency medical services and healthcare providers. They train together and work on special projects as part of cross-agency and cross-sector collaboration. The course involves two multi-day training sessions, the first being four days and the second two days. The sessions are approximately two weeks apart. Activities include team building and collaborative work on special projects identified at the regional level. ADVANCED: The Advanced Course is open to all graduates of the Regional Program and therefore represents public health, public safety, emergency management, emergency medical services, and healthcare providers. The Advanced class is offered twice yearly and is 2 ½ days long. It is offered during the State Health Department's Public Health Institute. In the class, emphasis is given to crisis leadership skills development, Unified Command and Incident Command structure and agency connectivity that further promote regional collaboration of multi-disciplinary emergency responders. The Executive Preparedness Leadership Program is a 1½ day Preparedness Leadership Program for top-level administrative staff from the Counter Terrorism Task Forces, State Health Department, PEMA, Hospitals, Law Enforcement, and Emergency Medical Services. This Program is held once per contract year at a time and place agreeable to the Pennsylvania Department of Health. The Pennsylvania Department of Health under contract with the Center for Public Health Preparedness provides funding for the Regional and Executive Programs and partially subsidizes the Advanced program.	
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Disaster Preparedness for School Nurses	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Deliver two (2) sessions of the National Association of Schools Nurses' curriculum, "Disaster Preparedness for School Nurses (DP):" 1. The Public Health Institute (PHI) in November 2008 (Philadelphia); 2. IU17 in fall 2008 (Williamsport) - rescheduled from April 25, 2008 All sessions will be accredited for Act 48 continuing education through the PA DOH Division of School Health or Intermediate Units. All DP sessions will be locally-managed wherein UPCPHP provides the NASN certified trainer from the pool of NASN certified school nurses trainers in PA. IU17 will provide in-kind space, AV, online registration for training. Catering and NASN fees will be paid for with learner registration fees. The Public Health Institute (PHI) will provide in-kind space, AV, online registration, and meals. Trainers and their travel/accommodations will be paid through PHI. Deliver one (1) session of the National Association of Schools Nurses' curriculum, "Practice & Principles of Triage: Developing and Leading First-Aid Teams in Schools" 1. The Public Health Institute in November 2008 (Philadelphia) or PASNAP (State College) The Public Health Institute (PHI) will provide in-kind space, AV, online registration, and meals. Trainers and their travel/accommodations will be paid through PHI. PASNAP will provide space and AV in-kind.	
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Incident Command and Management for Schools	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Building on the continued success of the 2007 and 2008 Incident Command and Management for Schools trainings, Center staff will submit proposals for the training to a variety of school conferences in PA - e.g. the Safe Schools conference will be held in Harrisburg in 2009; the PA Association of School Nurses and Practitioners will meet in State College in 2009. Conference venues generally provide online registration, space, meals, and AV in-kind. Some conferences pay trainers or reimburse for travel costs. UPCPHP partners with trainers from local	

	EMAs and therefore brokers relationships between school's crisis response and emergency management teams and their emergency management professionals who will respond to a school-based incident.	
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Student Training Center	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Medical Student Training: The Center will collaborate with the University of Pittsburgh School of Medicine on at least 3 activities: placement of senior medical students in a month-long public health field practicum; teaching of a "Pandemic Influenza mini-course"; and participation in the annual "Pandemic Exercise" for incoming 3rd year Medical Students.	
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Public Health Law and Ethics Academic Course	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This course titled: Public Health Law and Ethics will be offered in the Spring Semester to students enrolled in the Disaster Preparedness Certificate Program and to students in all GSPH MPH programs. Through lecture, case analysis and class discussion this two credit hour course will provide students with an understanding of the legal and ethical basis for public health practice. The topics covered in the course include public health laws related to: public health emergencies, disaster management, Infectious and chronic disease, privacy, occupational safety, reproductive health, epidemiology and environmental health.	
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Public Health Training for Rural Responders	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Trainings provide awareness level information to teams of county level responders in rural Pennsylvania. A statewide rural task force originally developed the content of this training, including topics such as risk communications, quarantine and isolation, accessing the strategic national stockpile, etc. Training is provided in-person at the county level to reach local response teams and practitioners. Additional information is provided through resource listings provided to participants and by referring community responders to their Regional Task Forces for additional information. The project will also provide training at national conferences such as the NACCHO Summit and other venues as opportunity allows. The project will also work on revising the existing training for several purposes: maintain quality; update information; modify for use in other jurisdictions or states; build on-line capacity; develop "train-the-trainer activities".	
<b>Partner-Requested Activity</b>		
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Certificate Program - Online	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	The 15 credit graduate Certificate Program is currently being offered on campus, but will be offered on-line within the next 1 - 2 years. The Center is part of the University-wide project to increase distance education, which is focusing on certificate programs and similar activities as the first fully on-line programs at the school. UPCPHP's Certificate Program has been selected as the first GSPH offering to become fully on-line. UPCPHP faculty and staff will continue work throughout this year to develop on-line equivalents of the currently in-person classes. The Center will work with the University's Center for Instructional Design and Distance Education (CIDDE) to ensure appropriate changes are made to meet the needs of on-line and distance students.	
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Preparing the Pennsylvania Judiciary for Public Health Emergencies	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	Judge John Cleland, President Judge of McKean County Pennsylvania, the Safety and Security Committee of the Administrative Office of Pennsylvania Courts, and UPCPHP will convene a two - three day intensive training conference to enable participating judges to become sufficiently knowledgeable about pandemic influenza and other infectious disease outbreaks to be able to appropriately and efficiently adjudicate public health cases and to serve as resources to other judges statewide in the event of a public health emergency. Patterned after a similar conference to be held in Canada during the Fall of 2007, the tentative title for the conference is "Judging Through a Pandemic: The Science, Ethics, and Law of Infectious Disease Outbreaks." Conference lecture and interactive session topics will include: the historic perspective of pandemics; a primer on infectious disease; governance challenges in managing infectious disease outbreaks; the law, science and ethics of quarantine and isolation; the law, science and ethics of medical information sharing; duty of care, all hazards response planning, continuity of operations; and justice system pandemic planning.	

<b>Center Name</b>	University of Pittsburgh (A)
<b>Activity Name</b>	Legal Preparedness for Public Health Emergencies -Preparing to Take the Right Actions at the Right Time
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	Previously, UPCPHP has completed the Pennsylvania Public Health Law Bench Book and the Legal Toolkit for Local Health Departments; since then the Center has been asked by our local health department partners to disseminate the resources and convene regional conferences to bring law enforcement, local elected officials, schools, chambers of commerce, legal counsel, the judiciary and public health officials together to orient them to public health legal authority and to build consensus decision making for public health emergency response that fits local and regional needs. UPCPHP law program faculty will convene at 2 meetings across the state: 1 in the Southeast region, and second in the Southwest region. Each meeting will bring together the local health department, local state health department personnel, state and local education representatives, local elected officials, local business and industry representatives, and the local bar, as well as county judiciary, EMA and law enforcement representatives. The Legal Toolkit for Local Health Departments and the Bench book will be presented and a table top exercise will be conducted that presents legal and policy implications for each constituent group. By working through the legal issues presented in the table top exercise, the regional decision makers will be better prepared to make timely, accurate and safe decisions in a public health emergency.
<b>Center Name</b>	University of Pittsburgh (A)
<b>Activity Name</b>	Pennsylvania Public Health Law Bench Book
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	The Administrative Office of Pennsylvania Courts (AOPC) has requested that UPCPHP law program staff develop additional sections for the Pennsylvania Public Health Law Bench Book (completed last year) which were not in the original volume. UPCPHP law program staff will conduct research and analysis of Pennsylvania law in the areas of special populations, diseased animal control, and the constitutional limitations of due process and search and seizure law. UPCPHP law program faculty will develop written materials on these topics for inclusion in the Bench Book. In addition, current Bench Book materials will be updated and/or revised to include new case rulings and updates in state law and administrative agency directives.
<b>Center Name</b>	University of Pittsburgh (A)
<b>Activity Name</b>	All-Hazards Plan Orientation: Exercise and Training
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	Overall, the project aims to assist a local network of Federally Qualified Health Centers, along with their associated shelters, in the Pittsburgh, PA region in meeting their emergency management program expectations (PIN 98-23). In addition, we are strengthening the relationship between the University of Pittsburgh Center for Public Health Preparedness and the surrounding community, demonstrating the value of interaction with local universities to help the community fulfill their preparedness needs. The Center will develop a 30 minute online training module for the employees of 13 Federally Qualified Health Centers in the Pittsburgh region. The module's main objective will be to educate administrative personnel, nursing assistants, nurses, and physicians of Primary Care Health Services, Inc. (PCHS) about their All-Hazards Preparedness Plan. This module will also inform the audience of local health and emergency response agencies, as well as aspects of personal preparedness. The module will also serve as an introduction to a disaster tabletop exercise. The Center will also develop and implement a three hour tabletop exercise for the health centers to test their disaster plan, utilizing the Homeland Security Exercise and Evaluation Program (HSEEP) Situation Manual template. It will be a shelter-in-place scenario based on a train derailment and chemical release. Information and issues surrounding the PCHS emergency operations center, incident command, communications, patient care, and personal preparedness will be addressed in the exercise. The Center will develop an after action report (AAR) for PCHS to summarize lessons learned from the above activities using the HSEEP template.
<b>Supportive Activity</b>	
<b>Center Name</b>	University of Pittsburgh (A)
<b>Activity Name</b>	Presentations at Public Health Association conferences in 2008-2009
<b>Category</b>	Supportive Activity
<b>Description</b>	UPCPHP has submitted an abstract to present at the 136th Annual Meeting & Exposition of the American Public Health Association (November 2008) in San Diego, CA. The abstract title is "Training Outcomes from Preparing a School Nurse Workforce for All Hazards" and it has been submitted to the School Health Education and Services section under the topic of Emergency Preparedness and Safety Issues in Schools and Colleges. UPCPHP has submitted an abstract to present at the Annual conference of the Pennsylvania Public Health Association (November 2008) in Philadelphia, PA. UPCPHP plans to submit up to three proposals for presentation at the annual NACCHO/CDC Preparedness Conference in San Diego in 2009.

<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Outreach Office	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The Outreach Office had an extremely successful year in 07-08 and these activities will be continued and expanded. The central programs are: 1. Speakers Bureau - see the mid-year report for a detailed description of the variety of settings at which the Center's faculty and staff lecture and teach. 2. E-newsletter (monthly) 3. Continued access to on-line trainings through the University of Pittsburgh Center for Continuing Education in the Health Sciences (CCEHS) and the Pennsylvania Department of Health's Learning Management System. 4. Public Health Preparedness Informationist - this faculty member (Barbara Folb) is now placed in the Center for ease of access and response to inquiries. 5. Continued and expanded use of the website for information sharing, on-line registration, communication, and project management.	
<b>Center Name</b>	University of Pittsburgh (A)	
<b>Activity Name</b>	Presentations of Public Health Training for Rural Responders	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The Center will highlight its rural preparedness efforts at several statewide and possibly national conferences during the project year. Sessions will serve to promote the in-person county-level trainings, which are at the core of the rural project, while providing relevant awareness level information for rural responders who may not see themselves as part of the public health workforce.	
<h2 style="text-align: center;">University of South Carolina</h2> <p style="text-align: center;"><a href="#">Return to top ^</a></p> <h3>Education and Training Activity</h3>		
<b>Center Name</b>	University of South Carolina	
<b>Activity Name</b>	Mass Casualty Training for Nurses	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The South Carolina Nurses Association (SCNA) Community Health/Public Health Chapter is partnering with the University of South Carolina Center for Public Health Preparedness (USC-CPHP) to continue to plan and implement trainings that will enhance the preparedness of nurses in South Carolina. These trainings will familiarize nurses with the concepts, terminology, practices and functional roles that will be needed during a mass casualty event or other disaster. Through a partnership of the SCNA, the South Carolina Department of Health and Environmental Control's Office of Public Health Nursing and the USC-CPHP, and utilizing resources developed last year, these trainings will continue to be offered so that they are readily available to nurses across the state. CEUs will be provided for these trainings.	
<b>Center Name</b>	University of South Carolina	
<b>Activity Name</b>	Team-Based Training Institute (TBTI)	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The USC-CPHP Institute is designed to enhance the local and state public health capacity to prepare for all hazards through training/skill building, networking, and collaboration. This will be accomplished through team-based training over a six-month period. Each team will collaborate during the training to develop a project that will enhance the team's ability to deal with a priority need. Upon completion of the team project, each team will present its project to an expert panel to receive consultation and feedback that will ultimately strengthen the final product while growing the capacity of all involved.	
<b>Center Name</b>	University of South Carolina	
<b>Activity Name</b>	Ham Radio Operators' Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The USC-CPHP will continue to collaborate this year with the South Carolina Hospital Association (SCHA), South Carolina Department of Health and Environmental Control (DHEC) and the state ARES Section Emergency Coordinator, to expand the current Healthcare Emergency Amateur Radio Teams (HEART) system until all hospitals are linked and operational across the state. The statewide system will be known as the South Carolina Healthcare Emergency Amateur Radio Team (SCHEART) network. This training initiative is designed to strengthen the SCHEART network through the recruitment of new ham radio operators to support healthcare facilities around the state through redundant communication linkages (in addition to the Palmetto 800 MHz communications system already adopted by the state). The training conducted under this activity is a two-day course taught by a licensed amateur radio instructor, using a training curriculum developed by the Amateur Radio Relay League (ARRL), the national association for Amateur Radio Operators. The content and topics covered in this course are: the magic of radio, types of emissions, electrical principles, practical	

electronics, operating considerations, antennas, repeaters, and safety. At the end of the course an exam will be given. A technician-class license will be awarded by the Federal Communications Commission (FCC) to those scoring a minimum of 75% on the test.

<b>Center Name</b>	University of South Carolina
<b>Activity Name</b>	Ham Radio Response Team Training
<b>Category</b>	Education and Training Activity
<b>Description</b>	This initiative is designed to further strengthen South Carolina's ESF #8 preparedness by establishing a monthly designated time for all ham radio operators to connect via their radios and talk, supporting use of the SCHEART network. The USC-CPHP Project Manager will initiate the communication. In addition, on-site training will occur over a half-day period at healthcare facilities to offer Ham radio operators training that involves an orientation to the hospital environment and awareness in areas such as HIPAA, hospital policies and procedures for Hams, and the hospital incident command system. In addition, an inventory of equipment will be done as requested by our DHEC partners and ham radio preparedness kits purchased by DHEC will be delivered. Personal relationships will be strengthened and any issues needing to be addressed will be shared.
<b>Partner-Requested Activity</b>	
<b>Center Name</b>	University of South Carolina
<b>Activity Name</b>	ARNOLD SCHOOL OF PUBLIC HEALTH EPI & BIOSTATS SURGE TEAMS
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	The USC-CPHP will continue to plan and implement the Arnold School of Public Health Epi & Biostats Surge Teams at the University of South Carolina to assist the South Carolina Department of Health and Environmental Control (DHEC) in the provision of epidemiology and biostatistics services during outbreak investigations and other short-term projects. Participation in these activities will provide the graduate students with practical field experience and familiarization with local and state practice partners. This unit is being modeled after the existing programs such as Team Epi-Aid at the University of North Carolina CPHP, the Public Health Action Support Teams at the University of Michigan, and the federal Medical Reserve Corps. The USC-CPHP will pilot the Epi & Biostats Surge Teams in 2008-09. Planned activities include recruitment presentations at master's and doctoral seminars, an orientation to familiarize team members with DHEC protocols on interviews, specimen collection, data collection, and data analysis. After completing the orientation and other to-be-determined requirements, team members will be entered into a database that DHEC can access in times of surge capacity.
<b>Center Name</b>	University of South Carolina
<b>Activity Name</b>	Ham Radio Exercising for ESF # 8 Preparedness
<b>Category</b>	Partner-Requested Activity
<b>Description</b>	The University of South Carolina Center for Public Health Preparedness (USC-CPHP), in partnership with the Amateur Radio Emergency Services (ARES) organization and its South Carolina Section Emergency Coordinator for Amateur (Ham) Radio, will participate in June 2008 in the South Carolina Full-Scale Exercise conducted by the South Carolina Emergency Management Division (SCEMD). The exercise's scenario will be used as a springboard to activate the SCHEART Radio Response Teams (RRTs). Upon activation, the RRTs will be assigned to provide critical backup radio communications for healthcare facilities and other ESF-8 responders. The RRTs will work closely with the South Carolina Department of Health and Environmental Control (DHEC) and the South Carolina Hospital Association (SCHA) to provide communications to and from the affected area. Their primary goal will be to provide communications support during the event until normal lines of communication can be restored. During the coming year, the USC-CPHP will work closely with the ARES organization, DHEC, SCHA and SC EMD to further assess the SCHEART network capability through drills, exercises and real-life disasters (if we are unfortunate and experience any). Our goal is to identify challenges that may impede communication in various regions of the state. The success of the SCHEART system has set a new standard for statewide redundant communications and has distinguished itself as a model program.
<b>Supportive Activity</b>	
<b>Center Name</b>	University of South Carolina
<b>Activity Name</b>	USC-CPHP Advisory Committee
<b>Category</b>	Supportive Activity
<b>Description</b>	Six accomplished individuals continue to support the Center by attending one meeting each year, reviewing progress reports and other materials as needed. Since its inception, the Advisory Committee has provided guidance that has advanced the Center's mission, direction and focus.

## University of South Florida

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	University of South Florida
<b>Activity Name</b>	FIRST- Field Investigator Response Surveillance Training
<b>Category</b>	Education and Training Activity
<b>Description</b>	What is being provided: This course is a basic epidemiology course for non-epidemiologists who may be called upon to assist in an event that requires epidemiological surge capacity. As described above, content includes basic Epi definitions and concepts, interviewing and communication skills, and outbreak investigation processes. This program is delivered as an 8 hour, onsite workshop ( 6 contact hours.) Dependent on number of programs requested by the FDOH, the program will be delivered a maximum of 12 times in year 5 to Florida Department of Health (FDOH) employees as requested by the County Health Departments and the Central Office. Delivery will be provided based on the expressed needs of the FDOH with all deliveries complete by July 30, 2009. Course Delivery: On-site course with required online pre-work. The pre-work includes: (1) Course pre-test (2) Content for Module 1.
<b>Center Name</b>	University of South Florida
<b>Activity Name</b>	IFIRST-1 Intermediate Field Investigator Response Surveillance Training 1: Pan Flu and G.I. Disturbances of Unknown Etiology
<b>Category</b>	Education and Training Activity
<b>Description</b>	This program is delivered as a 16 hour, onsite workshop ( 12 contact hours.) Dependent on number of programs requested by the FDOH ( as discussed in the activity description section of FIRST, above), the program will be delivered a maximum of 4 times in year 5 to Florida Department of Health (FDOH) employees as requested by the County Health Departments and the Central Office. Delivery will be provided based on the expressed needs of the FDOH with all deliveries complete by July 30, 2009. Delivery Methods: oOnline training modules to be completed before the on-site training (approximately 4 hours) oTwo days of on-site training. The training is applied and practical, and includes two tabletop exercises that require participants to apply the knowledge, and practice the skills learned. Online training modules: Field Epidemiology - disease overview; Pandemic Influenza; Gastrointestinal Illness of Unknown Origin; Field Questionnaire Methodology; Surveillance; Post-event Strategies; Sampling and Packaging; Quarantine and Isolation On-site Course Agenda Day 1 8:00am Course Overview 8:30am GI Illness Tabletop Exercise 9:30am Break 9:45am GI Illness Tabletop Exercise (continued) 11:45am Exercise and Pre-Work Debrief and Discussion 12:00pm Networking Lunch 12:45pm Intermediate Field Epidemiology Interview Skills 2:00pm Break 2:15pm Intermediate Field Epidemiology Interview Skills (continued) 3:30pm Break 3:45pm Intermediate Field Epidemiology Interview Skills (continued) 4:30pm Day 1 Debrief and Discussion 5:00pm Adjourn Day 2 7:45am Course check-in 8:15am Course Review 8:30am Pandemic Influenza Tabletop Exercise 9:30am Break 9:45am Pandemic Influenza Tabletop Exercise (continued) 11:45am Networking Lunch 12:30pm Pandemic Influenza Tabletop Exercise (continued) 2:00pm Break 2:15pm Pandemic Influenza Tabletop Exercise (continued) 3:30pm Break 3:45pm Pandemic Influenza Tabletop Exercise (continued) 4:15pm Lessons Learned - Pandemic Influenza Tabletop Exercise 4:30pm Course Summary 4:45pm Course Evaluation 5:00pm Adjourn
<b>Center Name</b>	University of South Florida
<b>Activity Name</b>	IFIRST-2 Intermediate Field Investigator Response Surveillance Training 2: Plague and Anthrax
<b>Category</b>	Education and Training Activity
<b>Description</b>	This program is delivered as an 8 hour, onsite workshop. Dependent on number of programs requested by the FDOH, the program will be delivered a maximum of 4 times in year 5 to Florida Department of Health (FDOH) employees as requested by the County Health Departments and the Central Office. Delivery will be provided based on the expressed needs of the FDOH with all deliveries complete by July 30, 2009. Delivery Methods o Online training modules to be completed before the on-site training (approximately 2.5 hours) o 1 full day of on-site training. The training is applied and practical, and includes tabletop exercises that require participants to apply the knowledge, and practice the skills learned. Pre-requisite Participation in Intermediate Field Investigator Response and Surveillance Training (I-FIRST) and/or completion of the 4-hour online program, Basic Epidemiology, developed by the FC PHP.
<b>Center Name</b>	University of South Florida
<b>Activity Name</b>	Basic Epidemiology Online Course
<b>Category</b>	Education and Training Activity
<b>Description</b>	"Basic Epi" is an online training program that allows a wide variety of participants

	to easily access basic level epidemiology training at any time. This online Basic Epi program also serves as an online prerequisite to our intermediate onsite epi programs, thus significantly reducing onsite time and related travel. Basic Epi is offered to the same audiences as our FIRST and IFIRST programs - both non-epidemiologists and epidemiologists. Online modules: o Basic Epidemiology Overview o Field Questionnaire Methodology o Surveillance: Post-event Strategies o Sampling & Packaging o Quarantine & Isolation o Interviewing o Contact Investigations	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	Assuring Cultural Competence in Disaster Response (ACC) Online Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This online program includes 1.5 hours of asynchronous, web based cultural competence training for use in event preparedness and response. It is offered on an ongoing basis to the public health workforce and is easily accessible by registering through the FCPHP Learner Management System. This program has been delivered for 6 years by the FCPHP and continues to be requested by FDOH, community partners, mental health workers and other first responders.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	Understanding Compassion Fatigue - Online Program	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This online program includes 1.5 hours of asynchronous, web based compassion fatigue training for use in event preparedness and response. It is offered on an ongoing basis to the public health workforce and is easily accessible by registering through the FCPHP Learner Management System. This program has been delivered for 6 years by the FCPHP and continues to be requested by FDOH, community partners, mental health workers and other first responders.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	Resiliency Audio Web Stream	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This program is a 62 minute audio related to the importance of resiliency in event response. The existing audio is on the FCPHP web site.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	CFAST - First Aid Specialist Training - Children	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This program is delivered as an 8 hour, onsite workshop ( 6 contact hours) as well as a 4hour, onsite workshop (3 contact hours) with 4 hours of online prerequisite work. Dependent on number and type of programs requested by the FDOH, the program will be delivered a maximum of 3 times in year 5 to Florida Department of Health (FDOH) employees as requested by the County Health Departments and the Central Office. The delivery will be provided based on the expressed needs of the FDOH with all deliveries complete by July 30, 2009.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	First Aid Specialist Training for Responders ( RFAST)	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This program is delivered as an 8 hour, onsite workshop ( 6 contact hours) as well as a 4 hour, onsite workshop (3 contact hours) with 4 hours of online prerequisite work. Dependent on number and type of programs requested by the FDOH, the program will be delivered a maximum of 3 times in year 5 to Florida Department of Health (FDOH) employees as requested by the County Health Departments and the Central Office. The delivery will be provided based on the expressed needs of the FDOH with all deliveries complete by July 30, 2009 Program Goal R-FAST was developed to meet the State of Florida's public health workforce preparedness needs in delivering responder psychological first aid, critical incident stress resistance, resiliency, stress management training, and individual and team behavioral health promotion techniques. The curriculum was developed to satisfy the recommendations of Florida's Disaster Behavioral Health All-Hazards Statewide Plan. The goal is to help Florida Department of Health staff and their community partners prevent and mitigate the adverse effects of critical incident stress and related disorders associated with disaster work, and to promote staff behavioral wellness.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	BFAST plus SN - First Aid Specialist Training - Special Needs Shelter Workers	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This program is delivered as either a 4 hour, onsite workshop ( 3 contact hours) or a 6 hour, onsite workshop and also includes a 2 hour ( 1.5 contact hours) abbreviated delivery. The program will be delivered a maximum of 3 times in year 5 to Florida Department of Health (FDOH) employees as requested by the County Health Departments and the Central Office. The delivery will be provided based on	

the expressed needs of the FDOH with all deliveries complete by July 30, 2009.		
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	FAST Foundations Online Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The FAST Foundations Course will serve as a prerequisite to the abbreviated onsite FAST courses. This includes BFAST, CFAST, RFAST and SFAST. This 4 hour online course, developed in year 3, will allow delivery of shorter, abbreviated onsite programs. These abbreviated programs will allow greater participation from those individuals that cannot dedicate an entire day of training plus travel time and travel budgets to attend training. The FAST Foundations course will be provided as a stand alone basic psychological first aid online course on an ongoing basis to everyone that registers in the Center's Learning Management System. It will also be a mandatory prerequisite to all individuals that register for any of the year 5 abbreviated onsite programs.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	Additional EPI courses (carryforward approved) - may include FIRST, IFIRST and/or IFIRST2	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	See Activity Description for individual courses, above	
<b>Supportive Activity</b>		
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	Learning Management System	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The FCPHP will continue to maintain its Learning Management System and develop its Content Management System. The purpose of the LMS includes all aspects of learner management, including registration, pre and post testing, continuing education certification and certificate printing. The program also allows authorized individuals to access the system interface from anywhere in the world to pull participant data - especially important during event response and strike team assembly. Recently completed is a new pre-requisite determinant system- a feature that will filter and refer registrants through mandatory training prerequisites before allowing them to register for more advanced courses. The system also includes some content management features such as online course pre-work and pre and post tests.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	Partner Meetings	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The FCPHP conducts electronic and telephone meetings with our Florida Department of Health, United States Virgin Islands Department of Health, and FCPHP Advisory Board partners on an ongoing basis. The FCPHP also conducts annual face to face meetings to review plans, discuss needs and determine changes to programs and delivery methods. The FCPHP staff will meet face to face with each of the partner groups one time during year 5. These meetings will be especially important as we work together to determine how to close out the FCPHP program and transfer resources and activities.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	CPHP Presentations	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The purpose of this activity is to ensure wide dissemination of information related to FCPHP activities, resources and findings. The FCPHP staff will be submitting abstracts to the American Public Health Association, the American Psychological Association and the National Association of County and City Health Officials. The presentations will serve to add to the existing base of preparedness findings, while also marketing and promoting the products and resources of the FCPHP. This includes training curriculum, training aids, evaluation instruments and results, and the Learning Management System.	
<b>Center Name</b>	University of South Florida	
<b>Activity Name</b>	Marketing and Promotion of CPHP Products	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The purpose of this activity is to ensure wide dissemination of FCPHP activities, products, materials and resources. The FCPHP will be participating in a number of conferences, developing publications to market resources to other agencies, reproducing materials, and posting resources on training related web sites such as TRAIN.	

## University of Texas at Houston

[Return to top ^](#)

### Education and Training Activity

**Center Name** University of Texas at Houston  
**Activity Name** Biosecurity Institute  
**Category** Education and Training Activity  
**Description** In an effort to meet a number of our 2008 training goals, we partnered with the Texas Public Health Training Institute to offer several trainings over a 2-3 day time period in the format of a training institute entitled "Preparing the Front Line: Ready to Respond." The institute provides a variety of training opportunities applicable to all of the partners. This 2-3 day training event includes topics such as NDLS classes, PPE for Health Department Professionals, Biosecurity and the Law, Mental Health in Crisis Situations, Pandemic Planning for Schools, Rapid Assessment, Risk Communication, and Volunteers & Mass Casualty Events. The Biosecurity Summer Institute 2008, Preparing the Front Line: Ready to Respond, has generated a very positive response, so we plan to conduct two more institutes during year 5.

**Center Name** University of Texas at Houston  
**Activity Name** Legal and Public Health Implications for Border Populations Training  
**Category** Education and Training Activity  
**Description** The "Law at the Line" graduate course considers several legal matters that secure our nation's health, safety, and welfare at the border: WHO crosses the border, WHAT crosses the border, HOW they cross the border, and WHERE they cross the border. The "who" is concerned with the dichotomy between citizens versus non-citizens who cross the border. The "what" is concerned with the flow of permitted materials and contraband across the border. The "how" considers the modalities of transportation and the extent of inspections and surveillance. Lastly, the "where" considers the ports of the border, whether, sea, air, or land. Largely, these issues follow the law delineated in the U.S. Constitution in various sections and amendments. In addition, the graduate students examine past and current affairs affecting the security of our borders as the class analyzes the public health implications of constitutional law, international law, immigration law, security law, communications law as well as criminal and administrative law. This activity will address the US Dept. of Homeland Security's Target Capabilities: o Planning o Information Collection and Threat Recognition o Information Sharing and Collaboration o Intelligence Fusion and Analysis  
 \*\*\*\*\* Alignment with nationally established competencies- Emergency Preparedness and Response Competencies (CDC) BT1. Describe the public health role in emergency response. . . BT5. Recognize deviations from the norm. BT6. Identify limits to own knowledge/skill/authority. . . BT8. Apply creative problem solving and flexible thinking. . . Competencies for Public Health Leaders (The Council on Linkages between Academia and Public Health Practice) Core Domain #1: Analytic Assessment Skills Core Domain #2: Policy Development/Program Planning Skills Core Domain #3: Communication Skills Core Domain #5: Community Dimensions of Practice Skills Core Domain #8: Leadership and Systems Thinking Skills  
 \*\*\*\*\*

**Center Name** University of Texas at Houston  
**Activity Name** Law and Science Interdisciplinary Training  
**Category** Education and Training Activity  
**Description** This course provides students in public health, law, biomedical sciences, and policy with a selection of topics designed to introduce students to a multi-disciplinary, analytical approach to understanding complex public health law issues and its applicability to public health preparedness. It integrates the legal, science, and policy dimensions of the legal system and scientific community within Texas. Law and science interact in several areas including patent law, medical malpractice, forensics, and product liability. Students will learn the fundamentals of the US legal system and international laws as well as the scientific basis for current federal and state laws and its application to public health preparedness. This course takes a "place-based" approach. This activity will address the US Dept. of Homeland Security's Target Capabilities: o Planning o Information Collection and Threat Recognition o Information Sharing and Collaboration o Intelligence Fusion and Analysis  
 \*\*\*\*\* Alignment with nationally established competencies- Emergency Preparedness and Response Competencies (CDC) BT1. Describe the public health role in emergency response. . . BT5. Recognize deviations from the norm. BT6. Identify limits to own knowledge/skill/authority. . . BT8. Apply creative problem solving and flexible thinking. . . Competencies for Public Health Leaders (The Council on Linkages between Academia and Public Health Practice) Core Domain #1: Analytic Assessment Skills Core Domain #2: Policy Development/Program Planning Skills Core Domain #3: Communication Skills Core Domain #5: Community Dimensions of Practice Skills Core Domain #8: Leadership and Systems Thinking Skills  
 \*\*\*\*\*

<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Disaster Preparedness Special Considerations: Elderly (Vulnerable) Populations	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Biosecurity and the Law Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Preparedness Training for Laboratories and Laboratorians	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Radiological Contamination: Techniques for Rapid Screening and Assessment of Victims	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Health Emergencies in Large Populations and Epi Surge Capacity	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Zoonotic Disease Steele Teaching Series and Conference	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Student Epidemiologic Intelligence Society	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Faith Based Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	-	
<b>Partner-Requested Activity</b>		
<b>Center Name</b>	University of Texas at Houston	
<b>Activity Name</b>	Assistance in Planning and Exercise Related to Alternate Care Facilities	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	<p>UT CPHP will be continuing in assisting Ft. Bend County, Texas in organizing and operationalizing the establishment of alternate care facilities (ACF). UT CPHPs technical assistance and consultation was sought out because of the expertise UT CPHP faculty demonstrated in the establishment and planning of ACFs and special needs shelters in the aftermath of Hurricanes Katrina and Rita disasters in Louisiana and Texas. During the hurricanes, Ft. Bend County was not designated an evacuation county, nor a receiving county, but rather as a pass-through county, which left it unprepared for the large numbers of animals that were abandoned when motorists fleeing Hurricane Rita, were stranded on the highways for hours. UT CPHP has partnered with Texas State Animal Resource Team (TXSART) in assisting Ft. Bend County create a collaborative approach (that includes city and state representatives) that will address Ft. Bend County's need to develop their capabilities to prepare for these types of disasters. We are also working to increase their healthcare system surge capacity and evacuation collection point during emergencies; provide PPE planning and training; and provide assistance with identification of, and planning for, special needs populations. UT CPHP will be involved in the planning, as well as testing and evaluating their ACF capability. This activity will address the US Dept. of Homeland Security's Target Capabilities: o Planning o In-Site Incident Management o Emergency Operations Center (EOC) Management o Searchand Rescue o Triage and Pre-Hospital Treatment o Medical Surge o Mass Care o</p>	

Structural Damage Assessment and Mitigation  
 \*\*\*\*\* Alignment with nationally established competencies- Emergency Preparedness and Response Competencies (CDC) BT1. Describe the public health role in emergency response BT2. Identify and locate the agency emergency plan BT3. Describe the agency Chain of Command BT4. Describe and demonstrate one's functional emergency response role BT6. Identify limits to one's own authority BT7: Demonstrate use of communication equipment BT8. Apply creative problem solving skills Competencies for Public Health Leaders (The Council on Linkages between Academia and Public Health Practice) Core Domain #1: Analytic Assessment Skills Core Domain #3: Communication Skills Core Domain #4 Cultural Competency Skills Core Domain #6: Basic Public Health Sciences Skills Core Domain #8: Leadership and Systems Thinking Skills  
 \*\*\*\*\*

### Supportive Activity

**Center Name** University of Texas at Houston  
**Activity Name** Participate in Training Strategy Planning meetings with Texas Department of State Health Services (DSHS) and TALON Preparedness Partners (FEMA Region 6)  
**Category** Supportive Activity  
**Description** UT CPHP will continue to work with the Texas Department of State Health Services and TALON (Texas, Arkansas, Louisiana, Oklahoma, New Mexico) Preparedness Partners (FEMA Region 6). During 2008, our participation was expanded to include participation in the Human Resource Management Workgroup, which is developing a plan for standardized training curriculum, developing a comparison of existing training curricula among states, developing an overarching plan on how to approach education and training among TALON states, and developing standardized JIT training for volunteers deployed from TALON states. The UT CPHP will continue work during year 5 with TDSHS and TALON, by participating in planning meetings and workgroup activities that will address these objectives. In addition, UT CPHP support was requested by the workgroup in preparation of the initial inventory of all available preparedness trainings. This activity will address the US Dept. of Homeland Security's Target Capabilities: o Planning o Interoperable Communications o Intelligence Fusion and Analysis o Information Sharing and Collaboration o Emergency Public Information and Warning  
 \*\*\*\*\*  
 Alignment with nationally established competencies- Emergency Preparedness and Response Competencies (CDC) BT1. Describe the public health role in emergency response BT2. Identify & Locate the agency emergency plan BT3. Describe the agency Chain of Command BT4. Describe and Demonstrate one's functional emergency response BT5. Recognize deviations from the norm BT8. Apply creative problem solving skills Competencies for Public Health Leaders (The Council on Linkages between Academia and Public Health Practice) Core Domain #1: Analytic Assessment Skills Core Domain #2: Policy Development/Program Planning Skills Core Domain #3: Communication Skills Core Domain #5: Community Dimensions of Practice Skills Core Domain #6: Basic Public Health Sciences Skills Core Domain #8: Leadership and Systems Thinking Skills

**Center Name** University of Texas at Houston  
**Activity Name** TALHO (Texas Association of Local Health Officials) Assemblies of Preparedness Partners  
**Category** Supportive Activity  
**Description** The Texas Association of Local Health Officials (TALHO) has requested that the UT CPHP continue to provide training presentations on preparedness topics. Specifically, TALHO will work with UT CPHP to provide trainings trainings in legacy format for their membership of Local Health Department Directors and staff. Sessions will be recorded on DVD, and also placed on the UT CPHP and ASPH Resource Center websites. This activity will address the US Dept. of Homeland Security's Target Capabilities: o Planning o Interoperable Communications o Intelligence Fusion and Analysis o Information Sharing and Collaboration o Emergency Public Information and Warning  
 \*\*\*\*\*  
 Alignment with nationally established competencies- Emergency Preparedness and Response Competencies (CDC) BT1. Describe the public health role in emergency response BT2. Identify & Locate the agency emergency plan BT3. Describe the agency Chain of Command BT4. Describe and Demonstrate one's functional emergency response BT5. Recognize deviations from the norm . BT8. Apply creative problem solving skills Competencies for Public Health Leaders (The Council on Linkages between Academia and Public Health Practice) Core Domain #1: Analytic Assessment Skills Core Domain #2: Policy Development/Program Planning Skills Core Domain #3: Communication Skills Core Domain #5: Community Dimensions of Practice Skills Core Domain #6: Basic Public Health Sciences Skills Core Domain #8: Leadership and Systems Thinking Skills

**Center Name** University of Texas at Houston  
**Activity Name** Texas Association of Local Health Officials Assemblies of Preparedness Officials - Business Case Analysis  
**Category** Supportive Activity  
**Description** -

<b>Center Name</b>	University of Texas at Houston
<b>Activity Name</b>	Texas Association of Local Health Officials Assemblies of Preparedness Officials - Surveillance for Local Health Departments
<b>Category</b>	Supportive Activity
<b>Description</b>	-
<b>Center Name</b>	University of Texas at Houston
<b>Activity Name</b>	Learning Management System
<b>Category</b>	Supportive Activity
<b>Description</b>	The Learning Management System was not set up until after February 28, 2009, and will be reported in the end of year report.
<p style="text-align: center;"><b>University of Washington (A)</b>  <a href="#">Return to top ^</a></p> <p><b>Education and Training Activity</b></p>	
<b>Center Name</b>	University of Washington (A)
<b>Activity Name</b>	#1 Online Module Demonstration Presentation at the 15th Annual Washington State Joint Conference on Health
<b>Category</b>	Education and Training Activity
<b>Description</b>	This will be a half-day workshop presentation as part of the Washington Joint Conference on health
<b>Center Name</b>	University of Washington (A)
<b>Activity Name</b>	# 2 2009 Summer Institute for Public Health Practice
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Institute provides public health professionals with training that is immediately relevant and applicable to daily public health practice. Course objectives are mapped to emergency preparedness competencies. Given the continued public and governmental interest in public health preparedness, many of us are engaged in developing our public health system's capacity to detect, respond to, control, and recover from an emergency incident. At the same time, we hope to build this preparedness capacity in a manner that serves all aspects of public health practice. The training experiences developed for the 2009 Institute are intended to meet these allied goals. Case-based studies woven through the week's training will be generally applicable to public health practice.
<b>Center Name</b>	University of Washington (A)
<b>Activity Name</b>	#3 Annual Alaska Public Health Summit
<b>Category</b>	Education and Training Activity
<b>Description</b>	The Alaska Public Health Summit generally offers four to five tracks. Initial planning is underway. Past summit conferences have offered preparedness courses. NWCPHP has offered to provide courses. Courses vary in length. The institute will be held in Anchorage, AK, in December 2008. NWCPHP assists Alaska Department of Health & Social Services by serving on the planning committee; coordinating the participation of University of Washington faculty members; collecting course materials including slides and handouts from instructors; designing and analyzing the pre- and post-course evaluations; exhibiting NWCPHP training and services; and contributing to the lessons-learned post-institute meeting and after-action report.
<b>Center Name</b>	University of Washington (A)
<b>Activity Name</b>	#4 Montana Public Health Summer Institute
<b>Category</b>	Education and Training Activity
<b>Description</b>	The summer institute offers short-term, intensive courses in a variety of public health arenas taught by Montana's public health leaders and practitioners and expert faculty from the University of Washington School of Public Health and Community Medicine. Five to seven courses are offered, each of which are 2.5 days. At least half of the courses have a preparedness theme. In addition to providing new courses each year, NWCPHP works with the workforce development coordinator at Montana Department of Public Health and Human Services by serving on the planning committee; coordinating the participation of University of Washington faculty members; collecting course materials from instructors; designing and analyzing the pre-course evaluations; assisting at the registration and information table during the institute; and contributing to the lessons-learned post-institute meeting and after-action report.
<b>Center Name</b>	University of Washington (A)

<b>Activity Name</b>	#5 Public Health Online Modules	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Our web-based courses offer "just in time" learning to our regional partners and those across the country wishing to improve skills in these content areas. We will monitor the use of our online modules as well as the satisfaction comments provided as part of the ongoing evaluation of each online module. The modules we will be tracking during this project period include: <ul style="list-style-type: none"> <li>o Disaster Behavioral Health</li> <li>o Effective Communication for Environmental Public Health</li> <li>o Emergency Distribution of Pharmaceuticals</li> <li>o Emergency Risk Communication for Public Health Professionals</li> <li>o Introduction to Public Health Law</li> <li>o Logic Models and Outcome Measurement</li> <li>o Program Evaluation in Environmental Health</li> </ul>	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#6 Online Epidemiology Series	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	The epidemiology online module series currently consists of seven online modules that will be tracked for completion and monitored for continuous quality improvements. <ul style="list-style-type: none"> <li>o Basic Infectious Disease Concepts in Epidemiology</li> <li>o Cause and Effect in Epidemiology</li> <li>o Data Interpretation for Public Health Professionals</li> <li>o Introduction to Outbreak Investigation</li> <li>o Introduction to Public Health Surveillance</li> <li>o Study Types in Epidemiology</li> <li>o What Is Epidemiology in Public Health?</li> </ul> There are two other courses that are in production and will also be tracked including: Measuring Risk in Epidemiology to be completed August, 2008 and Screening Concepts and Principles to be completed December 2008	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#7 Introduction to Public Health Law	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This module will be revised and updated to reflect current laws on isolation and quarantine. Currently, this web-based module, Public Health Law in the Age of Terrorism, provides a brief introduction to public health law, with a special focus on laws and regulations relating to large-scale emergencies such as bioterrorism or natural disasters. The module covers sources and characteristics of public law, jurisdiction issues, and the role of the military and federal agencies when investigating and responding to terrorism or natural disasters. This course has been and continues to be marketed to all of our Regional Network Steering Committee partners and is made available to those with learning management systems. NWCPHP has also created a flyer to be distributed and marketed at local, state, and national conferences. In the coming year, the course will be updated to reflect the latest developments in public health law.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#8 Pharmaceutical Dispensing Preparedness Trainings	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	A training on pharmaceutical preparedness will be developed and offered to health care and public health organizations within the State of Washington, emphasizing the area served by the King County Healthcare Coalition.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#9 Epidemiology Screening Concepts and Principles	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	To better train public health workers in emergency preparedness, the epidemiology design team at NWCPHP will add to its existing online epidemiology module series with this course on Screening Concepts and Principles. NWCPHP will create a design team including an instructional designer, epidemiology experts, and the training manager. We will also solicit involvement from local/state public health workers who would be potential end users and training coordinators. This course will cover topics such as: screening definitions, qualities of screen tests, biases associated with screening, sensitivity, specificity, and predictive values. It will also discuss reliability and validity. This module will be a 45- minute, self-paced course with audio narration and interactive exercises offering opportunities for learners to apply the concepts to problems and scenarios. This module completes the epidemiology seven-module awareness-level series.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#10 Workforce Resiliency Training	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Recent concerns about the ability of the workforce to withstand a major public health emergency, such as pandemic influenza, indicate a pressing need for training in pre-event resiliency building as well as business continuity during an emergency. This Workforce Resiliency Training would focus on preventing and managing concerns related to responding to public health disasters, as well as organizational and individual stress management approaches and coping strategies for dealing with increased work-related stressors. These stressors can include fear about a disease or exposure, as well as adjusting to the transition	

	from a typical 8 am - 5 pm workday to a "24/7" on-call schedule. The format of this training will be an online, self-paced, Web-based interactive module.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#11 Sixth Annual Pacific Northwest Cross Border Preparedness Workshop	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This two-day workshop will provide opportunities to discuss cross border agreements and networking.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#12 Tabletop Exercises Training via LMS	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	NWCPHP has developed five tabletop exercises, which are offered on CD-ROM. The CD-ROMs can be ordered through the NWCPHP LMS, which will allow us to track them accurately. Also, we will encourage those who order to fill out the evaluations included on each CD-ROM so we can learn more about their applicability. The Tabletops on CD-ROM include: --Bioterrorist Attack on Food: A Tabletop Exercise --Essential Services of Environmental Health --Pandemic Influenza Tabletop Exercise --Recognition and Initial Response to SARS: A Tabletop Exercise --The Anarchist-Strategic National Stockpile Activation: A Tabletop Exercise	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#13 Tribal Preparedness Conference	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	A two-day conference with face-to-face training sessions with plenary presentations and break out sessions. The tribal preparedness conferences are conducted in a different regional location each year. The first year it was held in Oregon, the second year in Spokane, and in 2007 the conference was held in Portland, Oregon. In 2008 the conference will be held in Pendleton, Oregon. The change in venue provides regional participation from all over the three-state tribal collaborative. The goal of the conference is to provide an effective forum for discussing preparedness-building activities in the region and to establish collaborative capacity-building activities among and between the tribes and state and local governments and other agencies. The conference is intended to stimulate the sharing of ideas, resources, and information on public health capacity building as a way to enhance public health preparedness programs that target and involve tribal people.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	# 14 Hot Topics in Preparedness	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Monthly, hour-long Web conferencing forums for discussing topics related to public health preparedness of critical importance to the public health practice community in the six states in our region (Alaska, Idaho, Montana, Oregon, Washington, Wyoming) and the tribal health units (coordinated through the Northwest Portland Area Indian Health Board). Topics are selected based on timely events and suggestions from participants and advisory committee.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#15 Online Module Development: Data Collection Methods	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	NWCPHP will build on its online module "Program Evaluation in Environmental Health" to focus on key data collection methods in evaluation. These methods are the use of surveys, key informants, and focus groups. Knowing when and how to use each method and what kind of information can be retrieved will be discussed.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#16 Northwest Public Health Leadership Institute	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	NWPHLI offers a year-long experience to increase participants' collaborative leadership skills through on-site and distance learning opportunities guided by practice-based faculty. Scholars from diverse backgrounds (e.g., government, public health, community health centers, community hospitals, community-based organizations, social services agencies, justice and law enforcement agencies) work together to develop collaborative leadership skills to apply personally, in their organizations, and in their communities with a goal of creating integrated and innovative approaches to fostering healthy communities.	
<b>Partner-Requested Activity</b>		
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#17 All Partner-Requested Activities	

<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	NWCPHP partner states make request for technical support, training as needed throughout the project year. In keeping with the excellent relationship we have with our state, local, and tribal partners, we are prepared to respond to requests as needed once our partners have defined their ongoing needs according to their 2008-09 guidance.	
<b>Supportive Activity</b>		
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#18 iLinc Web Conferencing Training & Tech Supp	
<b>Category</b>	Supportive Activity	
<b>Description</b>	iLinc is a Web conferencing software that NWCPHP has been using for four years. We have provided this technology to our partners along with any necessary training and technical support. We also routinely conduct meetings and trainings via iLinc. We and our partners use iLinc to support the growing use of distance learning technologies by the Northwest public health workforce. With each new training and meeting, we continue to build upon the number of trained presenters and users. We routinely provide a brief iLinc overview for participants at the beginning of every iLinc training session. This includes an orientation to iLinc's interactive tools, including Feedback Polling and Text Chat. We have received a tremendous amount of anecdotal feedback, but we have not done a formal evaluation of our iLinc training and tech support. We continue to receive requests for trainings, and the number of users who have established both guest and full-user accounts continues to expand. This Web conferencing tool has been received very favorably by the majority of our partners. It provides us with an easy and convenient mechanism to bring together public health practitioners from very geographically separated and diverse locations, which we would otherwise not have been able to do. We use iLinc for our monthly Web conferencing Hot Topics in Preparedness forums, which draw participants from across the Northwest region and beyond. Most of our partner states have made use of iLinc for their statewide or regional trainings. Several of our partners have aggressively promoted this technology and assigned a specific iLinc coordinator to assist their own staff with it.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#19 Regional Network Steering Committee Meetings	
<b>Category</b>	Supportive Activity	
<b>Description</b>	The NWCPHP will host two Regional Network Steering Committee meetings in the next project year with representatives from all six states and the NPAIHB tribal collaborative. The purpose of these meetings will be to bring partners together in a setting that promotes resource sharing, provides updates on all preparedness activities in each state, allows for brainstorming on common interests across the region, and promotes resource leveraging for training development needs.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#20 Training Listserv	
<b>Category</b>	Supportive Activity	
<b>Description</b>	All of our courses, including online, in-person, Web conferencing, etc., are listed on the Training page of the NWCPHP Web site ( <a href="http://www.nwcp.org/training/">www.nwcp.org/training/</a> ). The repository of courses and exercises is publicly accessible, and we continue to post new trainings here as they are developed. From our training Web site, people may subscribe to the NWCPHP listserv. This is open to partners within our region, as well as other interested persons outside of the region. Announcements about upcoming trainings developed by NWCPHP, as well as other national trainings, are posted to this listserv. Members also make use of the listserv to share ideas with each other and request assistance, expertise, or advice from one another.	
<b>Center Name</b>	University of Washington (A)	
<b>Activity Name</b>	#21 Learning Management System Sharing Group	
<b>Category</b>	Supportive Activity	
<b>Description</b>	NWCPHP has contracted with Meridian KSI for the development of a learning management system (LMS). NWCPHP's PH Learnlink went live in June 2007. Currently, we are monitoring the system and providing assistance to users on registering and using the LMS. Three of our regional partners, Oregon, Montana, and Idaho, also have a customized Meridian LMS system. We propose to conduct three Web conferencing sessions with these three partners as well as our other regional partners to discuss the options, features, and best uses of a learning management system. Since these systems are all fairly new, with our Idaho partner having the most experience over the past year, NWCPHP and our regional partners felt it was important to share lessons learned, strategic ways of using the system, and how to effectively use all of the base features that these systems come with. All of our regional network partners have expressed interest in these sessions as they learn more about the LMS in general and the similarities and differences of the systems.	

## Yale University (A)

[Return to top ^](#)

### Education and Training Activity

<b>Center Name</b>	Yale University (A)
<b>Activity Name</b>	Environmental Health Disaster Recovery Training
<b>Category</b>	Education and Training Activity
<b>Description</b>	This is a continuing activity in the area of environmental health and disaster recovery. It will be based on the Disaster Field Manual for Connecticut Environmental Health Specialists developed by YCPHP in 2007/08 in collaboration with the Environmental Health Section of the CT Department of Public Health in consultation with from the CT Department of Environmental Protection (DEP). Content areas include: structure of emergency operations; water; food; liquid waste; solid waste disposal; housing/mass care shelters; vector control; hazardous materials; medical waste, and responding to a radiological incident. The program will be delivered "face-to-face" in the CT Emergency Planning Regions to environmental health professionals employed by State agencies and local health departments. It will be delivered by trainers from the Environmental Health Section of the CT DPH, with assistance, as appropriate, from the CT DEP. The trainings will take place in the late fall 2008 and winter 2009.
<b>Center Name</b>	Yale University (A)
<b>Activity Name</b>	Point of Dispensing train-the-trainer package (Continuation)
<b>Category</b>	Education and Training Activity
<b>Description</b>	At the request of CT DPH, Yale CPHP developed a training course for local health department POD trainers. The ½ day in-person course aims to clarify the role of the trainer and to provide local trainers with information and resources that they can use to plan, conduct and evaluate preparedness-phase and just-in-time training for local mass dispensing teams. The course will be offered at 3 sessions in June 2008. We propose to offer additional sessions of the course during the 2008-2009 year.
<b>Center Name</b>	Yale University (A)
<b>Activity Name</b>	Psychosocial & Mental Health
<b>Category</b>	Education and Training Activity
<b>Description</b>	Content: Concepts of mental health and psychosocial issues in preparedness planning and response Topics: Psychological responses to disaster; adaptation and coping mechanisms; signs and symptoms of maladaptive psychological response; screening and intervention Method of delivery: The activity will include a seminar series that will focus on specific issues depending upon the learners' background and expertise. We will offer a general seminar for all public health workers to introduce the concepts and identify interventions that they can undertake. We will provide an advanced seminar for workers responsible for the delivery of public health services in a post-disaster situation. A seminar for responders will provide them with tools for minimizing their own risk of psychological consequences.
<b>Center Name</b>	Yale University (A)
<b>Activity Name</b>	Risk Communication
<b>Category</b>	Education and Training Activity
<b>Description</b>	Content: Discussion of principles of risk communication; description of cultural and community considerations in risk communication; developing a tool for risk communication Topics: Principles of risk communication; what is effective risk communication?: cultural issues: language, methods of communication (media, community, technology, etc.), belief systems; core components of risk communication tools; how to measure success in communicating risk Method of delivery: Lecture, discussion of case studies, written and spoken communications exercises The program will be presented using a combination of didactic methods, discussion and case studies. The participants will be guided in the development of a model risk communication tool for a specific emergency situation. Target audience: Local health department staff, health agency staff
<b>Center Name</b>	Yale University (A)
<b>Activity Name</b>	Surge Epidemiology Building for Local Health Departments (Continuation)
<b>Category</b>	Education and Training Activity
<b>Description</b>	A workgroup made up of representatives from CT DPH, the Connecticut Association of Directors of Health and Yale CPHP created a curriculum to train sanitarians, public health nurses and other local public health workers to act as Epidemiologic Support Staff. Epidemiology Support Staff members assist epidemiologists by collecting epidemiologic data (using standard instruments and protocols) during a large-scale epidemic or other public health disaster. In doing so they would free up limited epidemiology staff to design analyses and analyze data. The curriculum covers the Principles of epidemiology relevant to

	epidemiologic data collection, Interviewing, Medical Record Abstraction & Contact Tracing. It will be delivered to local health department personnel in CT Department of Emergency Management and Homeland Security Region 3 (Capitol Region).	
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Public Health Surveillance	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Dr. Durante developed and taught a public health surveillance course for Yale School of Public Health MPH students in the Spring of 2007 and 2008. We expect to continue offering this course. The course content includes: history of public health surveillance; surveillance methods; sources of surveillance data; analysis and presentation of surveillance data; evaluation of surveillance systems; syndromic surveillance; injury surveillance; disaster surveillance; influenza surveillance and foodborne disease surveillance.	
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Preparedness for Vulnerable Populations	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	This training activity will be delivered as a tabletop exercise. Participants will be presented with a hurricane or flood scenario and encouraged to discuss issues raised by the scenario for vulnerable populations. The exercise will encourage participants to think broadly about the resources available as well as how to locate and assist vulnerable populations in the event of an emergency. Issues addressed will include resource allocation, risk communication, shelter availability and accessibility, public and workforce education, potential uses of geospatial mapping and adequate medical care. Participants will be assigned to one of five breakout groups (extremes of age, cultural and geographical isolation, persons with disabilities, limited language proficiency, and economically disadvantaged) based on their subject matter expertise. Groups will consider the scenario as it applies to their specific vulnerable population group. Following the discussion phase, each group presents main points in the debriefing session in a plenary forum. Participants will health department staff, emergency management, public safety, communications, community health and social service staff and providers, and representative members of the vulnerable population groups. The tabletop exercise will be offered to local health departments/districts over the next grant year.	
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Public Health Management of Disaster	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	Public Health Management of Disasters. Two credits. This course addresses the role of public health in disaster preparedness and management. It will include discussion of concepts in basic science, human responses to injury and illness, public health systems, and policy. Major topics include types of disasters and their consequences; the role of public health systems in disasters; hazard assessment and community vulnerability analysis; data collection and evaluation; communications; system design, planning, and management; and mental health and environmental health issues in disasters.	
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Master's program concentration in preparedness	
<b>Category</b>	Education and Training Activity	
<b>Description</b>	We have been working with curriculum committee to develop a two-year M.P.H. concentration in Public Health Preparedness. Students will be required to fulfill all core M.P.H. requirements (basic courses in epidemiology, biostatistics, health policy, environmental health, social and behavioral sciences, a thesis and internship), and will be required to focus their studies in any one of the current six divisions. The Core Faculty of the Center will provide guidance in the development of the program and in particular the identification of needed courses and course content. Course content will draw from the competency areas identified in the ASPH Framework Document (Academic Centers for Public Health Preparedness: A Network of Schools of Public Health Partnering with State and Local Health Agencies and CDC to Protect the Nation from Bioterrorism, Infectious Disease Outbreaks and Other Emergent Public Health Threats) and be provided by the various competency team leaders identified in this grant application. The State of Connecticut's needs assessment effort will also provide essential input in development of the new program.	
<b>Partner-Requested Activity</b>		
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Evaluation of TRAINConnecticut	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	YCPHP will continue to analyze the data from CT's learning management system provided by CT DPH and report to DPH on progress meeting preparedness training goals and to inform the revision of state, local and regional preparedness training	

	plans. Areas of analysis include: workforce enumeration, the number and types of offerings; numbers and types of workers trained; assessments of learning (pre and post tests) and satisfaction with offerings. Milestones: DPH will provide data download from TRAINConnecticut, YCPHP and DPH will consult in the fall of 2008 on the analysis. YCPHP will have a preliminary report in December 2008 and a final narrative report by May 2009. Outcome: DPH will have data needed to report education and training progress to DPH and to make updates to the CT Public Health Emergency Preparedness Training Plan.	
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Updating the Public Health Emergency Preparedness (PHEP) 101 Course	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	Purpose: To complete the update of the mandatory, introductory course for all state governmental public health workforce members, entitled "Public Health Emergency Preparedness (PHEP) 101". The online course was originally adapted by the CT Partnership for Public Health Workforce Development, from the "Basic Emergency Preparedness for all Public Health Workers" course from the CPHP at Columbia University. The course consists of two parts. 1) an online self-study tutorial that provides an introduction to the basic emergency preparedness core competencies for public health workers and 2) practice and demonstration of emergency preparedness competencies in the workplace. The course will be updated to reflect Federal, state and local planning and policy developments since the course was developed and posted in 2004, for example NIMS, the National Response Plan and SNS/Mass Dispensing Plans. Based on planning meetings held in 2008, it will also be reorganized to improve learner comprehension. In addition, the content will be moved to new course content software, Lectora, which can support enhanced graphics and learner interaction. Milestones: Based on the planning meetings held in the winter of 2008, YCPHP will identify new content and reorganize the presentation of the content. The new content will be migrated to Lectora and housed on the DPH server. Outcomes: The expected outcome will be an up-to-date course providing conceptual and practical education on the basic emergency preparedness core competencies for public health workers.	
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Update Public Health Emergency Preparedness Training Plan	
<b>Category</b>	Partner-Requested Activity	
<b>Description</b>	CT DPH has requested technical assistance updating the Public Health Emergency Preparedness Training Plan and plan annexes. These plans encompass training for 1) all state and local public health workers, including support and professional staff, on basic public health preparedness and to their response roles; 2) new state and local public health staff; 3) selected training for CERT and MRC teams. These plans will also integrate with the exercise and drill program plan. Milestones: CT DPH will form a committee of stakeholders that will provide YCPHP with input on needs and preferred delivery formats in the fall of 2008. YCPHP will review existing plans, analyze TRAINConnecticut data, identify gaps and suggest educational products to address gaps by March 2009. The evaluation will be complete by August 8, 2009. Outcome: A series of training plans that can be implemented by CT DPH and their response partners.	
<b>Supportive Activity</b>		
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Newsletter	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Purpose: To continue providing updates geared at the public health workforce and their constituents, on at least a monthly basis, on topics related to preparedness, in a format that is quickly readable and focused on specific issues related to specific areas of public health preparedness	
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Applied Epidemiology for Public Health Nurses:Self Study Course Update	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Purpose: To complete the revision of the CD ROM self-study course, Applied Epidemiology for Public Health Nurses. The course was developed in collaboration with the CT Partnership for Public Health Workforce Development in 2004/05. Milestones: Add nursing case studies to content by September 2008; move content to new course software by December 2008; evaluate revisions by April 2009. Outcome: The new product will be disseminated nationally through the ASPH resource center and shared with partners in CT and RI.	
<b>Center Name</b>	Yale University (A)	
<b>Activity Name</b>	Website	
<b>Category</b>	Supportive Activity	
<b>Description</b>	Purpose: To continue providing a method of sharing information including educational and informational activities and materials Milestones: Weekly (at a minimum) updating of the website; timely posting of newly developed educational materials and information about the Yale CPHP Expected outcomes: Dissemination	

and availability of educational materials and products on local, state, national and international levels

---